At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

**The Principle of Respect** … Lumberjacks command respect and treat others with respect.

**The Principle of Caring** … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

**The Principle of Responsibility** … Lumberjacks do what is right.

**The Principle of Unity** … Lumberjacks are loyal to their friends, family, university, state and country.

**The Principle of Integrity** … Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

**Instructor:** Dr. Paige Mask

**Course Time & Location:** online using D2L
**Office:** Human Services Building 3rd Floor Room #313B. The Human Services Building is located on the corner of East College Street and Raguet Street. This building is a 3-story rectangular building across from the parking garage located next to the University Police Department. Take the elevators to the 3rd floor. Exit the elevator and then stay on that hallway as you walk all the way down to the second to last door on the left. You will see our program picture next to this door. Enter into this door and then turn right to room #313B.

**Office Hours:** Tuesday 1:30 to 3:00 pm, Wednesday 1:30 to 3:00 pm, Thursday 1:30 to 3:00 pm. Student questions may also be answered in assessment scoring sessions.

**Office Phone:** (936) 468-1076. The office phone # is to be used for all calls associated with the course. I only use my cell phone for technical difficulties in assessment scoring sessions. I do not accept text messages on my cell phone unless it is during an assessment scoring session and we are experiencing technical difficulties.

**Credits:** 3 semester hours, graduate credit

**Fax:** (936) 468-5837

**E-mail:** Utilize D2L e-mail for course communication and assignment submissions.

**Course Fee:** $100.00 assessment materials

**Mailing Address:**

Stephen F. Austin State University

Department of Human Services - Paige Mask

P.O. Box 13019 **OR** 2100 North Raguet (UPS/FedEx requires a physical address

Nacogdoches, Texas 75962

**Prerequisites:** None
I. Course Description:

This course covers the administration and interpretation of standardized tests designed to measure adequate yearly progress and academic achievement. The tests utilized in this course are the most commonly utilized assessments for educational planning and interventions for students with disabilities and students at-risk of developing disabilities. Students will administer, score, and interpret some of the most widely used academic achievement tests in public schools. Students will be required to utilize test publisher computer software scoring programs and manuals. Assessment concepts and procedures will be addressed throughout the semester. A major emphasis of this course will be test administration using standard procedures with a variety of tests. A considerable amount of time will be allotted to practicing test administration, scoring protocols, and interpreting data. **You will need to test the same children for SPE 544.501 Achievement Testing as you do for SPE 545.501 IQ Testing so please plan accordingly. Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test using standard procedures.**

**SPE 544 Accountability and Accreditation Assignment:** Achievement Report and Professional Portfolio submission

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText or need student support with LiveText and the keycode distribution call (936) 468-2395, or email livetext@sfasu.edu.

II. Intended Learning Outcomes/Goals/Objectives

**A. COE Conceptual Framework:** This course is in alignment with the COE Conceptual Framework. Specifically, this course's emphasis on assessing students with exceptional learning needs aligns with the College of Education's (COE) philosophy that educators must carefully observe the effects of their practices on students and continually collect and analyze objective data on the effects of their professional practices. The course further emphasizes the COE's belief that

**B. Commitment To Diversity:** The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

a. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.

b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society.

c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

**C. THECB: Elements of the Core Curriculum**

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.

- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- Personal Responsibility
To include the ability to connect choices, actions and consequences to ethical decision-making

- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

D. Alignment Between Accreditation Standards and Assignments (see matrix at end of syllabus)

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

SBEC/ TExES – State Board of Educator Certification and TExES

Program Learning Outcomes:

CEC Advanced Preparation Standard 1: Assessment

1.0 *Special education specialist use valid and reliable assessment practices to minimize bias.*

CEC Advanced Preparation Standard 2: Curricular Content Knowledge

2.0 *Special education specialist use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.*

CEC Advanced Preparation Standard 3: Programs, Services, and Outcomes
3.0 Special education specialists facilitate the continuous improvements of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

CEC Advanced Preparation Standard 4: Research & Inquiry

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

CEC Advanced Preparation Standard 5: Leadership and Policy

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

CEC Advanced Preparation Standard 6: Professional and Ethical Practice

6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

CEC Advanced Preparation Standard 7: Collaboration

7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

**SPE 544 Accountability and Accreditation Assignments:**

1) The candidate will interpret and describe the scores for a norm-referenced assessment.

2) Building a Professional Portfolio

**Student Learning Outcomes:**

At the completion of this course, students will be able to:
1. The student will demonstrate competence (oral and written formats) in the fundamental areas of assessment: (A) standard procedures for test administration, (B) scoring, (C) interpretation, (D) student competencies and non-competencies, and (E) recommendations.

2. The student will discern legal and ethical issues encountered in the field of special education.

3. The student will recognize issues related to conducting evaluations and special education eligibility.

4. Demonstrate competence in the administration, scoring and interpretation of formal tests of achievement through recorded assessment sessions, Collaborate scoring sessions, and report writing.

5. Demonstrate the ability to present in written and oral formats objective and interpretive information derived from testing instruments.

6. Analyze assessment data for student academic strengths and weaknesses.

7. Demonstrate orally and/or written knowledge of statistical procedures and concepts related to test development and administration.

8. Demonstrate and understanding of appropriate assessment instrument selection and techniques used in assessing language factors as well as academic achievement factors.

9. Demonstrate an understanding of socially, culturally, and linguistically different students.

10. In report writing competencies, non-competencies, and recommendations, apply knowledge of pre-academic and academic concepts assessed by adequate yearly progress at varying grade levels.

**SLO Items 1-7** (CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the
history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice.

TExES Standard I applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education 1A, 1B, 1C, 1D, 2A, 2B; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities 1B, 1C, 2B; TExES Standard III develops collaborative relationships with families, educators, the school, the community, outside agencies, and related school personnel 2H; TExES Standard IV understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making 1A, 1B, 2A, 2B, 2C; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need 1B, 2B, 2C; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations 1A, 1B, 1D, 1E, 1F, 1G, 1H, 1J, 1L, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2J, 2K; TExES Standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction 1A; TExES Standard X knows and understands appropriate curricula and instructional strategies for individuals with disabilities 2A, 2B.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

The format for this course includes D2L learning modules with assignments and deadlines, offline reading assignments, online reading and participation in using web pages, Collaborate, e-mail, discussion boards, assessment kits, manuals, and report writing. Assessment of course content will be conducted via scheduled online quizzes, exams, assessment scoring sessions, and reports. Students should expect to spend 6-10 hours weekly working on this course.

Assessment: Students are required to conduct assessment sessions using varying standardized instruments. Test sessions and test records will be graded based on examiner efforts to establish rapport with the student, following standardized administration procedures, scoring, and accurate interpretation of the test. The following assessments will be addressed in this course: Woodcock Johnson IV Test of Achievement, WJ IV; KeyMath 3; Kaufman Test of Educational Achievement, KTEA, 1-2 Gray Reading tests; and WJ Oral Language, WJ OL.

Recorded Test Administrations: Each of your test sessions will be recorded for graded review and teaching purposes. The video-recorded session must show the examiner, examinee (child) and the testing materials at all times for credit purposes. Video footage of the entire assessment administration is required for credit purposes. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees. No YouTube videos are allowed. The information on these tests is confidential. Legal action will be taken by test publishers who find videos with their test information on the internet. You will need to use OneDrive to send your videos to the course instructor.
A video recording device is a worthwhile investment because you will be using this type of recording technology in SPE 544.501, SPE 545.501, and SPE 571.501. MP4 video files are the easiest video files for me to access.

Be sure that your testing session recorded and saved appropriately before you submit your assessment for grading. **Your video recordings must be labeled with an appropriate title just like you would create a title for a word document.** The video-recorded session must show the examiner, examinee (child) and the testing materials at all times for credit purposes. **You will be uploading your videos to the course Dropbox.** Due to the large size of some of these recording files, you may need to submit videos using OneDrive. **It is the student's responsibility to make sure that videos sent to the course professor will play appropriately.** This means you will need to access your videos in the format that you have saved them to make sure the videos play before uploading them to the course Dropbox. Do not wait until the end of the semester to submit your videos. Videos must be submitted with the other assessment components according to the Course Timeline. No YouTube videos are allowed.

Video footage of the entire assessment session must be submitted for a student to receive credit for an assessment report. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees.

**Reports:** Students will follow the instructor's format for writing summaries for each of the tests administered. The format for reports will be described in course modules.

- Child 1 will be in grades 2 - 6
- Child 2 will be in grades 7-12
- Child 3 can be in grades 2-12. Test administration specifics will be given in modules.
- Remember that you will be testing the same children for SPE 544.501 Achievement testing and SPE 545.501 IQ Testing. **Note:** You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

**Quizzes and Exams:** Textbook (Essentials of SLD and Assessing Students... 8th edition) and learning module quizzes will be administered throughout the semester. These quizzes are accessed through the Quiz (tab) section of the course.

**Assignment Descriptions:**
1. Five Pillars of Reading - Using Screen-casto-matic, you will post a mini-presentation using a web-cam, visuals, web site(s), and/or classroom examples to create a video discussion on the 5 pillars for reading success (pg 30 of your Essentials textbook). Your responses will need to be succinct and in your own words based on your textbook reading and the internet or powerpoint resource you choose. The maximum time limit for your recording is 3 minutes. You need to pretend like you are presenting this information to a new teacher who may not know and/or understand the importance of the 5 pillars of reading success.

2. SLD Categories/ Federal Regulations - For this assignment, you will access the Legal Framework and then locate the 8 Specific Learning Disability Categories. You will type these categories into the Submission box for credit. Hint: Look under the Heading Full and Individual Evaluation.

3. WJ IV and KeyMath Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, assessment scoring session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, WJ strength paragraph, WJ weakness paragraph, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

4. KTEA and 1 of the following assessments (WJ OL, Gray Reading, OWLS Writing, PPVT Language) Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, assessment scoring session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, KTEA strength paragraph, KTEA weakness paragraph, supplemental strength paragraph, supplemental weakness paragraph, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

5. KTEA or WJ (repeated) and 1 of the following assessments (WJ OL, Gray Reading, OWLS Writing, PPVT Language) Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: module assignments, test record notes for broad and narrow abilities, recorded assessment administration, script completion, assessment scoring session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, KTEA or WJ strength paragraph, KTEA or WJ weakness paragraph, supplemental strength paragraph, supplemental weakness paragraph,
reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.


7. Specific Learning Disabilities Quiz Chapters 3 - How SLD Manifests in Reading.

8. Specific Learning Disabilities Quiz Chapters 4 - How SLD Manifests in Writing.

9. WJ IV Quiz - Standard procedures for assessment administration and scoring.

10. Textbook quizzes (Assessing Learners with Special Needs... 8th edition) - 120 points (6 quizzes at 20 points each)

Chapter 1

Chapter 2

Chapter 4

Chapter 5

Chapter 9

Chapter 11

11. RTI Only Approach. On page 13 (second full paragraph) in your Essentials of SLD text, the author's state that districts that follow an RTI only approach do not appear to be in compliance with federal regulations regarding the identification of a Specific Learning Disability (SLD). Districts that utilize and RTI only approach typically refer a child to Special Education and find them eligible if the child was deemed a "nonresponder" to the district's RTI tiered intervention program. Your assignment is explain why each of the identified regulations is not being adhered to in an RTI only approach. You will need to include the question and your answer in your submission. Make sure your responses are written in complete sentences and of graduate level quality. You may type directly into the submission box or type your response in Microsoft Word and then attach your assignment
IV. Evaluation and Assessments (Grading):

Assignments and Points

1. Assessing Learners with Special Needs 8th edition textbook quizzes totaling 120 points

2. Specific Learning Disability book information quizzes 100 points (screen-cast-o-matic discussion postings and quizzes)

3. Test Session/Child 1: Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test. The video-recorded session must show the examiner, examinee (child) and the testing materials at all times for credit purposes. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees. Includes two assessments:
   - 1 WJ IV ACH (administration + test record + report + recorded test session) 125 points
   - 1 KeyMath or supplemental assessment: reading or language or writing assessment (administration + test record + report + recorded test session) 125 points. You are only administering 4 subtests from the KeyMath.
   - Note: Supplemental Assessments include the following: KeyMath, WJ IV Oral Language (scored online with the course professor), GSRT, GDRT, TOPA 2, OWLS, and PPVT (all hand-scored using manual tables). In the IQ testing course this child will be or would have been administered the WJ ACH.
   - At the end of the semester, you will access the EasyIEP module and create a Prior Written Notice and begin the FIE of your ACH assessment information. This FIE information will be added to in your IQ testing course and the practicum course.

4. Test Session/Child 2: Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test. The video-recorded session must show the examiner, examinee (child) and the testing materials at all times for credit purposes. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees. Includes two assessments:
1. KTEA Test of Achievement (administration + test record + report + recorded test session) 125 points  
   **Note:** You do not have to administer the Listening Comprehension or Oral Expression tests.

2. 1 WJ Oral Language (OL), or Gray reading or PPVT or OWLS (administration + report + recorded test session) 125 points.  
   **NOTE:** With the exception of the WJ OL, all other assessments are hand-scored using manual tables. In the IQ testing course this child will be or would have been administered the KABC II.

3. At the end of the semester, you will access the EasyIEP module and create a Prior Written Notice and begin an FIE using your ACH assessment information. This FIE information will be added to in your IQ testing course and the practicum course.

5. Test Session/Child 3: Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test. The video-recorded session must show the examiner, examinee (child) and the testing materials at all times for credit purposes. Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees. Includes two assessments

   - 1 WJ III Test of Achievement OR KTEA (administration + test record + report + recorded test session) 125 points
   - 1 WJ Oral Language (OL), or Gray reading or PPVT or OWLS (administration + report + recorded test session) 125 points  
   **In the IQ testing course this child will be or would have been administered the WISC V or WAIS IV.**

   - At the end of the semester, you will access the EasyIEP module and create a Prior Written Notice and begin an FIE using your ACH assessment information. This FIE information will be added to in your IQ testing course and the practicum course.

6. EasyIEP PWN ACH data (3 at 25 points each)

   **Grading Scale**

   90% - 100% of all possible points = A

   80% - 89% of all possible points = B
70% - 79% of all possible points = C
60% - 69% of all possible points = D
59% and below of all possible points = F

V. Course Outline/Calendar

Reminder:

Remember that you will be completing 3 sets of video-recorded tests administrations this semester. **Assess the same children for SPE 544.501 Achievement Testing as you do for SPE 545.501 IQ Testing.** Test administrations can be administered in any order. This means that you can work on any of the the 3 test Administration Sessions based on the test kits that you are given, just make sure that you are using the correct child and correct age child. The ages are as follows:

- 1 child will be in grades 2 - 6
- 1 child will be in grades 7-12
- 1 child can be in grades 2-12
Course Timeline
SPE 544 Individual Academic Achievement

No YouTube videos allowed.

A TEST KIT MAY BE IN YOUR POSSESSION FOR A MAXIMUM OF 6 DAYS FOR SUMMER I OR II AND 16 DAYS FOR FALL OR SPRING SEMESTERS. AFTER YOUR SEMESTERS TIME FRAME, AT LEAST ONE TEST KIT MUST BE SHARED WITH ANOTHER GROUP MEMBER.

All test kits must be mailed back to Dr. Paige Mask by December 10th (post-marked) so that the test kits can be used for the next semester.

Note: You are not testing district children or children with disabilities for this course. You are testing your own children (if age appropriate), relatives, neighborhood children, etc. in order to learn about the test and how to test.

Please dress professionally and conduct the session in a professional manner due to your posting videos to your professional portfolio. Your portfolio will be presented to your district mentor during the practicum. Some students also choose to share their professional portfolio with job interview committees.

ABSOLUTELY NO YOUTUBE VIDEOS MAY BE MADE OF YOUR ASSESSMENT SESSIONS.
Access the Getting Started module and the directions for *Creating a Portfolio in Livetext*. The portfolio must be created with a template and your portfolio is not tied to this course; but rather, a stand alone item that you have access to in your Livetext account throughout your program. You will be adding to your portfolio throughout several classes in your program.

Using the *Creating a Portfolio in LiveText* directions located in the course Getting Started module, you will create and/or upload the following components to your LiveText portfolio. These items will be copied and pasted into content pages that you create for your portfolio table of contents. If you have already added these items in a different course, then only complete what you have not done and submit your portfolio to the course professor for review. Your portfolio must be submitted and approved before an Assessment Scoring session will be scheduled.

- professional autobiography with your picture centered at the top of the content page
- current resume (pasted into a content page)
- essay that you submitted upon entry into this program (pasted)
- teacher certifications which can be accessed from the TEA website: [https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp](https://secure.sbec.state.tx.us/SBECONLINE/virtcert.asp)

**Assignment #2: Post your Student Introduction using Screen-castomatic.**

**Assignment #3:** Read the other student introductions (your group as well as other groups) and respond back if you desire.

**Assignment #4:** Complete the Getting Started Module Quiz with 95% accuracy.

**Assignment #5:** Complete the Introduction to Federal Regulations module.

**Assignment #6:** All Groups get your assessment recording technology in order so that you can record your testing sessions.

**The Announcement section on the course homepage will have information regarding your designated test kit group along with specific instructions that I may have for you or your group. This announcement will be sent out sometime during Week 1 of the course.
Weeks 3-5
September 10th - 30th.
All assignments due on the last date stated above.
Complete textbook chapter quizzes.
Report 1 has some flexibility in the targeted due date due to test kit mailings. Your assignment submission will include the following components: video-recorded session(s), test records, compuscore print-out, testing authorization form, script, XBA master Excel file, and report.
No YouTube videos allowed.

Note: Modules are located under the Content Browser heading on the course homepage.

IMPORTANT: Make sure that you have completed the test kit introduction module before you administer the test to a child!

Assignment #1: (All Groups) Complete the test kit module for the assessment that you have within your possession. Then, administer your assessment set to a child.

Note: When you have finished testing a child and scoring the test record, sign-up for an assessment scoring session with the course professor using the course email. You must sign up for the assessment scoring session well in advance or at least the day before the scheduled meeting. After the scoring session, immediately begin to work on your report because you may need to utilize the manual before passing the test kit on to the next person in your group. After you have reviewed the resources and explanations in the assessment module, you can email me to request help as often as you need to complete aspects of the test interpretation and report.

Assignment #2: View the available XBASS videos from CrossBattery.com. There is a content page with information about these videos in your table of contents. Please read this information and then access the videos. Videos I-V must be viewed before scheduling your first Assessment Scoring session.

Assignment #3: Complete two chapter quizzes for the Assessing Learners with Special Needs (8th edition) textbook.

Assignment #4: In your Essentials of SLD book read chapter 1 and 2 and complete the assignments and quiz for these chapters.

Note: This ACH testing course requires online scoring and interpretation sessions. Approximately 4.5 - 5 hours (three, 1.5 - 2 hour sessions) per student. Sessions will be scheduled using the course email and will be on-going throughout the semester.
<table>
<thead>
<tr>
<th>Weeks 6th-8th October 1st - 21st.</th>
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<tbody>
<tr>
<td>All assignments due on the last date stated above.</td>
</tr>
<tr>
<td>Report 2 will include the following components: video-recorded session(s), test records, compuscore printout, testing authorization form, script, XBA master Excel file, and report.</td>
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<td>No YouTube videos allowed.</td>
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**IMPORTANT:** Make sure that you have completed the test kit introduction module before you administer the test to a child!

Assignment #1: (all groups): Complete the test kit module for the assessment that you have within your possession. Then, administer your assessment set to a child.

Note: When you have finished testing a child and scoring the test record, sign-up for a assessment scoring session with the course professor. **You must sign up for the assessment scoring session well in advance or at least the day before the scheduled meeting.** After the assessment scoring session, immediately begin to work on your report so you can pass the test kit to the next person in your group. After you review the resources in your assessment module, you can e-mail as often as you like to get help with aspects of the test interpretation and report writing.

Assignment #2: Complete Assessing Learners with Special Needs quiz or quizzes.

Assignment #3: In your Essentials of SLD book read chapter 3-4 and complete any assignments and/or quiz associate with this chapter.

Note: This ACH testing course requires online scoring and interpretation sessions. Approximately 4.5 - 5 hours (three, 1.5 - 2 hour sessions) per student. Sessions will be scheduled using the course email and will be on-going throughout the semester.
Weeks 9 - 11 October
22nd - November 11th.

All assignments due on the last date stated above.

Your report #3 submission will include the following components: video-recorded session(s), test records, compuscore print-out, testing authorization form, script, XBA master Excel file, and report.

No YouTube videos allowed.

IMPORTANT: Make sure that you have completed the test kit introduction module before you administer the test to a child!

Assignment #1: (all groups): Complete the test kit module for the assessment that you have within your possession. Then, administer your assessment set to a child.

Note: When you have finished testing a child and scoring the test record, sign-up for an assessment scoring session with the course professor. You must sign up for the assessment test scoring session well in advance or at least the day before the scheduled meeting.

Assignment #2: Complete chapter quizzes for the Assessing Students with Special Needs textbook.

Assignment #3: In your Essentials of SLD book read chapter 5-6.

Note: This ACH testing course requires online scoring and interpretation sessions. Approximately 4.5 - 5 hours (three, 1.5 - 2 hour sessions) per student. Sessions will be scheduled using the course email and will be on-going throughout the semester.
Weeks 12-16
November 12th - December 9th.

All assignments due on the last date stated above.

No YouTube videos allowed.

Continue working on all unfinished assignments or quizzes. You will also be resubmitting assignments that you have corrected per instructor’s feedback.

Access the EasyIEP module and follow the directions for entering your ACH scores into and FIE. You will be completing these steps for all 3 assessment sets that you completed this semester.

Note: This ACH testing course requires online scoring and interpretation sessions. Approximately 4.5 - 5 hours (three, 1.5 - 2 hour sessions) per student. Sessions will be scheduled using the course email and will be on-going throughout the semester.

It is the graduate student’s responsibility to be sure he/she has turned in all assignments. Please do not rely on the instructor to remind you to turn something in or to send you a list of missing assignments.

Test kit pick-up or return. It is the student’s responsibility to make arrangements to mail or delivery his or her test kits back to the SFA campus no later than December 10th.

VI. Readings and Materials


3) Essentials of Cross-Battery Assessment, 3e with Cross-Battery Assessment Software System 2.0 (or X-BASS 2.1) Access Card Set by Dawn P. Flanagan, Samuel O. Ortiz, Vincent C. Alfonso May 2015. https://www.wiley.com/en-us/search?q=Cross+Battery+Assessment+%7Crelevance Do not purchase the e-textbook for this course because you will not have the ready access and ability to make notes for your career in the textbook. Note: If you have taken SPE 545.501 IQ Testing, then you already have this textbook software and do not need to purchase it again.


5) Stop Watch (phone can be used) - preferably one that does not make any sound when being started, stopped, and reset.

6) Clipboard

7) Access to a computer with the following capabilities: microphone and web cam, power point viewing and creating, Microsoft Excel, pdf viewing and creating, and Microsoft Word.

8) Your computer must also be D2L functional. Directions for setting up your computer are located in the Getting Started module. You may also get student D2L support by calling (936) 468-1919.

9) LiveText Account: If you have questions about LiveText or need student support with LiveText and the keycode distribution call (936) 468-2395, or email livetext@sfasu.edu.

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-
If you have questions about LiveText or need student support with LiveText and the keycode distribution call (936) 468-2395, or email livetext@sfasu.edu.

10) Video recording and file making capabilities.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction Evaluation Purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement; therefore, your response is critical. In the College of Education, the course evaluation process as been simplified and is completed electronically through mys fa. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Ethical Concerns:

1. Plagiarism and cheating will be dealt with in accordance with university policy.

   • Professional standards of behavior are expected at all times.

Attendance and Participation Policy:

Traditional absences do not occur in online courses; therefore, absence is not a reason for failure to fully participate. Reading and assignments for each learning module as well as the quizzes are due by the due date stated in the syllabus. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame.
for each module. Students are required to attend all scheduled sessions. If a student must miss a session, he or she must contact the instructor and reschedule the missed session.

Late Submission Policy and Make-up Exams:

All assignments must be turned in on or before the due date to receive full credit. Late assignments will be docked points - no exceptions.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ops), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ops will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://wow.sfasu.edu/disabilityservices/.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://wow.sfasu.edu/policies/academic_integrity.asp
Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

IX. Other Relevant Course Information:

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due __________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at safes.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.taxes.eds.org/registration_bulletin/http://www.taxes.eds.org/registration_bulletin/). You must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at
safes. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at safes.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**LiveText**
LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at [wow.live.text.com](http://wow.live.text.com). This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.

**D. Alignment Between Accreditation Standards and Assignments**

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### Program Learning Outcomes:

The candidate will interpret and describe the scores for a norm-referenced assessment.

1. The student will demonstrate competence (oral and written formats) in the fundamental areas of assessment: (A) standard procedures for test administration, (B) scoring, (C) interpretation, (D) student competencies and non-competencies, and (E) recommendations.

CAEP 1.0 The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

INTASC 1 Learner Development; INTASC 3 Learner Environments; INTASC Application of Content; INTASC 6 Assessment

CEC 1 Learner Development and Individual Learning Differences, CEC 2 Learning Environments; CEC 3 Curricular Content Knowledge; CEC 4 Assessment; CEC 5 Instructional Planning and Strategies; and CEC 6 Professional Learning and Ethical Practice

ISTE 3 Model Digital Age Working and Learning; ISTE 4 Model Digital Age Working and Learning ISTE 5 Engage in Professional Growth and Leadership

TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES Standard VI selects, administers, and/or interprets formal and informal assessments and evaluations; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of

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student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.

2. The student will discern legal and ethical issues encountered in the field of special education.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.)

3. The student will recognize issues related to conducting evaluations and special education eligibility.

TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.)

**Student Learning Outcomes:**

At the completion of this course, students will be able to:

1. Demonstrate competence in the administration, scoring and interpretation of formal tests of achievement through recorded assessment sessions, Collaborate scoring sessions, and report writing.

2. Demonstrate the ability to present in written and oral formats objective and interpretive information derived from testing instruments.

3. Analyze assessment data for student academic strengths and weaknesses.

4. Demonstrate orally and/or written knowledge of statistical procedures and concepts related to test development and administration.

5. Demonstrate and understanding of appropriate assessment instrument selection and techniques used in assessing language factors as well as academic achievement factors.
6. Demonstrate an understanding of socially, culturally, and linguistically different students.

7. In report writing competencies, non-competences, and recommendations, apply knowledge of pre-academic and academic concepts assessed by adequate yearly progress at varying grade levels.

(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading Standards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 3.1 implement evaluation activities to improve services for individuals with exceptionalities; CEC 3.2 understand cultural, social, and economic diversity and individual learner differences to inform the development of services for individuals with exceptionality; CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; CEC 4.1 evaluate research and inquiry to identify effective practices; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 5.1 model respect for ethical practices for all individuals, CEC 5.2 use linguistically and culturally responsive practices, CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; CEC 6.3 model and promote respect for all individuals and promote ethical professional practice; ISTE 1.D model collaborative knowledge by engaging in learning with others in virtual environments; ISTE 3.A demonstrate fluency in technology systems and transfer current knowledge to new technologies and situations; ISTE 4.A model legal and ethical use of digital information and technology including respect for copyright, intellectual property, and appropriate documentation of resources; ISTE 4.C promote and model digital etiquette and responsible social interactions related to the use of technology and information; ISTE 5.C evaluation professional practice on a regular basis to make effective use of digital tools and resources to support learning; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 2 understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need; TExES standard VII understands and applies knowledge of ethic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization; TExES Standard IX addresses student's behavioral and social interactions through appropriate assessment, planning and instructional strategies.)
Assignment Descriptions:

1. Five Pillars of Reading - Using Screen-casto-matic, you will post a mini-presentation using a web-cam, visuals, web site(s), and/or classroom examples to create a video discussion on the 5 pillars for reading success (pg 30 of your Essentials textbook). Your responses will need to be succinct and in your own words based on your textbook reading and the internet or powerpoint resource you choose. The maximum time limit for your recording is 3 minutes. You need to pretend like you are presenting this information to a new teacher who may not know and/or understand the importance of the 5 pillars of reading success.

(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading Standards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 4 understands central concepts and structures of the discipline; CEC 2.2 deepen professional knowledge of instructional technologies to support access to learning challenging content; CEC 4.2 use knowledge of professional practice to improve practices with individuals with exceptionalities; CEC 6.5 plan and present professional development; ISTE design relevant learning experiences that incorporate digital tools to promote learning and creativity; ISTE 3.C communicate relevant information and ideas effectively to peers using digital age media and formats)

2. SLD Categories/ Federal Regulations - For this assignment, you will access the Legal Framework and then locate the 8 Specific Learning Disability Categories. You will type these categories into the Submission box for credit. Hint: Look under the Heading Full and Individual Evaluation.

(CEC 3.3 apply knowledge of theories, evidence based practices, and relevant laws to advocate for services for individuals with exceptionality; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need.)

3. WJ IV and KeyMath Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, Collaborate session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, WJ strength paragraphs, WJ weakness paragraphs, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading Standards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create
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4. KTEA and Gray Reading (or other supplemental test) Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: viewing test publisher videos, test record notes for broad and narrow abilities, recorded assessment administration, script completion, Collaborate session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, KTEA strength paragraph, KTEA weakness paragraph, supplemental strength paragraph, supplemental weakness paragraph, comparison between KTEA and Gray math calculation and math problem solving abilities, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

(CAEP 1.2: applying knowledge of reading and SLD identification research; CAEP 1.4 National Reading Standards; CAEP 1.5 model and apply technology standards to assess learning experiences; CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 3 examiner creates an environment that supports positive social interaction and learning; INTASC 5 connects concepts, tools of inquiry and structures of the discipline to create learning experiences that are accessible and meaningful; INTASC 6 use multiple methods of assessment to engage learners and guide teacher's decision making; CEC 1.2 design and implement assessments to evaluate effectiveness of instructional practices, CEC 2.2 deepen professional
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5. KTEA or WJ (second administration) and Gray Reading Full and Individual Evaluation Report: Determination of Disability and Educational Need. Assignment components: module assignments, test record notes for broad and narrow abilities, recorded assessment administration, script completion, Collaborate session with course professor, and report writing. Report components include the following: demographic information, reason for referral, test observations, tests administered, KTEA or WJ strength paragraph, KTEA or WJ weakness paragraph, supplemental strength paragraph, supplemental weakness paragraph, comparison between WIAT and Gray math calculation and math problem solving abilities, reading, math, and writing competencies and non-competencies, assistive technology statement, recommendations, assurances, signature.

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(CAEP 5.1 multiple measures to monitor candidate progress; INTASC 1 recognizing patterns of learning development - cognitive and linguistic and determining appropriate learning experiences; INTASC 4 understands central concepts and structures of the discipline; CEC 4.0 evaluate and use inquiry to guide professional practice; CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership; TExES Standard 1 applies knowledge of purpose, philosophy, and legal foundations of evaluation and special education; TExES Standard 4 understands and applies knowledge of student assessment, evaluation, program planning, and instructional decision making; TExES Standard V knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of educational need).

7. Specific Learning Disabilities Quiz Chapters 3 - How SLD Manifests in Math.

(INTASC 4 understands central concepts and structures of the discipline; CEC 6.1 educational specialists have an understanding of the history of special education, legal policies, ethical standards, and emerging issues to inform special education specialist leadership).
9. WIAT and WJ IV Quiz - Standard procedures for assessment administration and scoring.

10. Assessing Student with Special Needs quizzes

11. RTI Only Approach. On page 13 (second full paragraph) in your Essentials of SLD text, the author's state that districts that follow an *RTI only approach* do not appear to be in compliance with federal regulations regarding the identification of a Specific Learning Disability (SLD). Districts that utilize and RTI only approach typically refer a child to Special Education and find them eligible if the child was deemed a "*nonresponder*" to the district's RTI tiered intervention program. Your assignment is explain why each of the identified regulations is not being adhered to in an *RTI only approach*. You will need to include the question and your answer in your submission. Make sure your responses are written in complete sentences and of graduate level quality. You may type directly into the submission box or type your response in Microsoft Word and then attach your assignment.

(CAEP 5.1 multiple measures to monitor candidate progress).