The SFA Way … "…striving for personal excellence in everything we do."

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 from students unless it is during an assessment scoring session and we are experiencing technical difficulty.

**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 focuses on individually administered tests with a primary focus on intelligence testing. In addition the course will focus on assessing adaptive behavior and interviewing techniques. Participants will learn to administer, score and interpret some of the most commonly used intelligence tests using CHC and Cross-Battery Assessment Theory. Interpretation will focus on the domain of intelligence as a component of an assessment battery. Participants will learn to report the findings of psychoeducational assessments in a formal report. Participants will also use their assessment information to make recommendations for intervention when needed for the educational planning process. Participants will learn to make appropriate use of the assessment information obtained and understand the limits of such information in constructing educational plans for children. Other related topics discussed in the course include statistical and measurement concepts, norm-referenced and criterion-referenced tests, culturally diverse and special population considerations involved in assessment, theories of intelligence, behavioral observations and clinical interviews. 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. Absolutely no YouTube videos can be made of your assessment administrations.

SPE 545 Accountability and Accreditation Assignment: Test and Measurement assignment (administration, scoring, and interpretation of a norm-referenced assessment).

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 and /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 assessment drives instructional

- Academic excellence through critical, reflective, and creative thinking - assessment results are reviewed in detail during Collaborate scoring sessions with student reflection and discussion on the actual administration of the assessment.
- Life-long learning - professional development is encouraged in the course/program.
- Collaboration and shared decision-making - assessment results are interpreted collaboratively in online scoring sessions. With final report interpretations being based on shared decision making.
- Openness to new ideas, to culturally diverse people, and to innovation and change - publisher information regarding norm group diversity is discussed. The impact of Gc with diverse learners and its affect on intelligence is discussed in Collaborate sessions. Contemporary intelligence theories and Cross-Battery principles and technology are utilized in the course.
- Integrity, responsibility, diligence, and ethical behavior - Ethical test administration, re-administration and interpretation are emphasized in the course and Collaborate sessions.
- Service that enriches the community.

This course also supports the mission of the Human Services Department.

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

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.

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.

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 cognitive abilities 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.

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, 2A, 2B; TExES Standard II understands and applies knowledge of ethical and professional practices, roles and responsibilities 1A, 1B, 1C, 2B, 2G; 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 1A, 1B, 2A, 2C; TExES Standard VI selects; administers, and/or interprets formal and informal assessments and evaluations 1A, 1C, 1D, 1E, 1F, 1G, 1H, 1J, 2B, 2C, 2D, 2F, 2G, 2K; TExES Standard VIII knows and demonstrates skills necessary for scheduling, time management, and organization 1A, 1B, 2C; 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 (Standards addressed by these assignments may be identified using the matrix at the end of this syllabus).

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, video-recorded test sessions, and report writing. Assessment of course content will be conducted via scheduled online quizzes, exams, Collaborate Scoring Sessions, video review, and reports. Students should expect to spend a minimum of 6-8 hours a week working on this course. Please do not upload a jpeg of any course assignments or forms. PDF or Word documents are acceptable.

Assessment: Students are required to record and conduct assessment sessions using varying standardized instruments. 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. It is illegal to post YouTube videos of your test administrations. The information on these tests is confidential.

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. 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.
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. Students are required to identify 3 children to assess.

- 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.

Credit for each assessment assignment may be earned when the following items have been completed and/or turned in for each session:

* attendance at assessment session to score and interpret assessment results using a publisher compuscore and the Cross-Battery Assessment (XBA) download and principles

* completed test record and subject response booklet (if applicable)

* copy of compuscore printout (Microsoft Word or PDF format)

* XBA master Excel file

* complete video recorded session - No YouTube videos are allowed. It is illegal to post YouTube videos of your test administrations. The information on these tests is confidential. 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.

* report that follows the course format for reports and uses sentences descriptors specified in the course

* signed parent Testing Authorization form

* completed script for assessment scoring session
Test sessions and test records will be graded based on examiner efforts to establish rapport with the student, following standardized administration procedures, scoring of the test, pace of test session, familiarity with subtest directions, and writing a report on the results. Four of the following assessments will be addressed in this course: Woodcock Johnson IV Cognitive, Wechsler Intelligence Scale for Children V, Kaufman Assessment Battery for Children, Wechsler Adult Intelligence Scale, and the Vineland Adaptive Behavior Scale (assignment only for Vineland). 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.

**Recorded Test Administrations:** Video recordings must be for the entire assessment session in order to be eligible for assignment credit. Each of your test sessions will be video recorded for graded review and teaching purposes. Videos must be labeled with the test name, your last name and if in multiple parts labeled as Part 1, 2 etc (e.g., WJ IV COG Mask Part1). A point loss of 15 points will occur for videos that are not labeled as requested. No YouTube videos are allowed. It is illegal to post YouTube videos of your test administrations. The information on these tests is confidential. Each student is strongly encouraged to purchase a quality video recording device. This is a worthwhile investment because you will be using this type of recording technology in SPE 544, SPE 545, and SPE 571. 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 who submit playable video footage for the entire assessment session and follow the instructor's format for writing summaries for each of the tests administered will earn credit for the report. The format for reports will be described in course modules. Students are required to use the same examinees from SPE 544 for this course's test administrations. You will be trying to match the same publisher's achievement test to its IQ test. 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.

Remember that you are required to identify 3 children to assess.

- Child 1 will be in grades 2 - 6.
- Child 2 will be in grades 7-12.
- Child 3 can be in grades 2-12.
See some examples below on how your SPE 544 and SPE 545 assessments will be combined when you get to the practicum course SPE 555.501:

1. Woodcock Johnson Tests of Achievement AND Woodcock Johnson Tests of Cognitive Abilities
   - WJ IV Achievement and WJ IV Cognitive

2. Kaufman Tests of Educational Achievement (KTEA) AND Wechsler Intelligence Scale for Children V (WISC V for students age 16.11 and younger) OR Wechsler Adult Intelligence Scale IV (WAIS IV)
   - KTEA and WISC V
   - KTEA and WAIS IV

3. Kaufman Test of Educational Achievement or WJ ACH AND Kaufman Assessment Battery for Child II
   - KTEA or WJ ACH and KABC II

Quizzes and Exams:

Learning module quizzes will be administered throughout the semester on individual assessments, textbook and module information. Students are required to participate in all module components.

IV. Evaluation and Assessments (Grading):

Report and Accompanying Components (3 @ 125 points each) 375 points. Credit for assessment reports is contingent on video footage being submitted in a playable format for the entire assessment session.

Quizzes and Assignments (16 -18 varying in the number of points) 300 points

Ethics Module assignments (30 points)
EasyIEP PWN (3 at 25 points each)

A 90% of possible points
B 80%
C 70%
D 65%
F less than 65%

V. Tentative Course Outline/Calendar. Online attendance (accessing the course) and participation in course assignments is required. For the purposes of attendance reporting, a student who does not attend class and/or show participation will be dropped from financial aid for that course.

<table>
<thead>
<tr>
<th>Course Timeline</th>
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<tbody>
<tr>
<td>A TEST KIT MAY BE IN YOUR POSSESSION FOR A MAXIMUM OF 6 DAYS FOR SUMMER I or II AND 16 DAYS FOR FALL AND SPRING SEMESTERS. AFTER YOUR SEMESTER'S TIME FRAME, AT LEAST ONE TEST KIT MUST BE SHARED WITH ANOTHER GROUP MEMBER.</td>
</tr>
<tr>
<td>All test kits must be mailed back the campus by August 8th so that the kits may be checked in and sent out to the following semester students.</td>
</tr>
<tr>
<td>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,</td>
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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.**

| Weeks 1-2 August 27th - September 9th. All specified assignments are or tasks are due by the last day. |
| Assignment 1: Read all of the announcements on the course homepage by scrolling down the list. |
| Assignment 2: Read all components of Getting Started Module in D2L. Be sure to pay attention to the directions for scheduling a Assessment Scoring session and having the required components completed and ready to use in your session. |
| Assignment 3: Make sure that your computer is compatible with other D2L features. Also, get your assessment recording technology in order so that you can begin to assess a student once the module work for the assessment is completed. When you have finished testing a child and scoring the test record, contact the course professor by course email to schedule an online Collaborate Scoring session. You will be entering your raw scores into a publisher compuscore program and the Cross Battery Assessment (XBA) program as part of this session. For the assessment scoring sessions, you need to ensure that you are working on a computer that has a microphone, webcam, and plays the XBASS download or CD. **Your 2.1 XBASS download must have been completed before you schedule your first Assessment Scoring session.** |
| Assignment 3: Call D2l support if you are having difficulty viewing videos in the Assessment module. D2l support is open Monday - Friday from 8:00 AM to 5:00 PM (936) 468-1919. In |
your assessment scoring session, you will be required to play test publisher videos for the professor before scoring your test record. Later in the semester, you will be uploading your recorded test administration to OneDrive. If you have difficulty accomplishing this task, please contact D2L support.

Assignment 4: Next, post your Student Introduction using screen-casto-matic. Then, read and view the other student introductions and respond back to at least 2 of your class member's postings.

Assignment 5: Begin working your way through the Cross-Battery Assessment module and read Chapters 1 and 2 in your XBA book and take the XBA Appendix Broad Abilities Quiz and the Chapter 1 and 2 quiz. I will reset 1 poor quiz attempt per student this semester.

Assignment 6: Begin to watch the XBASS videos in the module titled - Getting Familiar with the XBASS. The information in these videos is essential for learning how to utilize the XBASS software.

Assignment 7: Begin reading the Vineland II module up to the point where you need the Vineland manual. This manual is being mailed to groups.

**Test Kit Pick - Up and Drop-Off Information:**

I will place you in test kit sharing groups based on geographic location. After groups and membership have been determined, groups will be notified on the course homepage about test kit mailings and returns throughout the semester. Be sure to follow your group's directions on this announcement so that you administer and share test kits as instructed.

After you receive your test kit(s), complete the module that pertains to your specific assessment. Remember that you must complete the necessary module components before administering your assessment to a child. Module components include watching test publisher videos; reading or watching video web links in their entirety; and preparing your test record with instructor notes and broad and narrow ability labels.
Some modules, such as the WISC-V, will have you post a Discussion Board topic after you have administered the assessment. Feel free to browse the other assessment modules up to the point where you would need a test kit to complete the remaining module components. As you get a new test kit, it is expected that you will go straight to the appropriate module and complete its components.

There are additional modules in this course that are for FYI purposes. Please do read the information in these modules so that you are a more informed educational diagnostician. For example, there is a module on the WPPSI which is administered to young children. Most of you will not administer this assessment, but you need to know it exists for career purposes.

Points earned on these quizzes will be counted as extra credit.

**Note:** This IQ testing course requires online scoring and interpretation sessions. Approximately 6 hours (three, 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>Begin testing a child using the age criteria specified in your syllabus.</th>
<th>Assignment 1: Access the Getting Familiar with the XBASS Manager module and begin the process of watching these videos. You will need to have videos 1-5 viewed before attending your first assessment scoring session.</th>
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<tbody>
<tr>
<td><strong>Weeks 3-5. September 10th - 30th. All specified assignments are or tasks are due by the last day.</strong></td>
<td>Assignment 2: Begin to administer your first assessment instrument. Make sure that you have completed the appropriate assessment module before you administer the test to a child!</td>
</tr>
<tr>
<td><strong>Report #1 and all components due by within 2 days of scoring</strong></td>
<td>Remember that you will be completing 3 video-recorded test sessions this semester. The 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 kit that you are given, just make sure that you are using the correct child and correct age child.</td>
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<tr>
<td></td>
<td>When you have finished testing a child and scoring the test record, email the course professor with a date and time to meet online for approximately 2 hours. Remember that we will be entering your IQ scores into the Cross Battery Assessment program as part of this session so you will need to make sure that your XBASS download plays on the computer you</td>
</tr>
</tbody>
</table>
the assessment. will be using for this session. After the assessment scoring session, immediately begin to work on your report because you will need to utilize the manual before passing the test kit on to the next person in your group. You can call or e-mail as often as you like to get help with aspects of the test interpretation and report.

When you have completed one of your tests, upload the appropriate files to the course Dropbox including the video file. If you have difficulty uploading the video file to the course Dropbox, then you may submit the video(s) using GoogleDrives. Directions on how to utilize Google Drives is located in the Announcement section of this course.

Turn in your first report with all required components including the videos within 2 days of your scoring session. Make sure you complete any requested corrections promptly. No YouTube videos are allowed. It is illegal to post YouTube videos of your test administrations. The information on these tests is confidential.

Important! All 3 reports (with completed test records, script, videos, testing authorization form, Excel file, and compuscore print-out must be submitted as designated in the course timeline in order to earn credit.

Note: This IQ testing course requires online scoring and interpretation sessions. Approximately 6 hours (three, 2 hour sessions) per student. Sessions will be scheduled using the course email and will be on-going throughout the semester.

Weeks 6-8 October 1st - 21st. All specified assignments are or tasks are due by the last day.

Read chapter 3 of your XBA book and take quizzes Part 1 and Part 2.

Assignment 1: Access the Getting Familiar with the XBASS Manager module and continue the process of watching these videos.

Trade test kits and complete the module for your second assessment. Administer and score the assessment. Then sign-up for an assessment scoring session.

Assignment 2: Read chapter 3 in your XBA book and take the Part 1 and 2 quizzes.

Assignment 3: Turn in your second report with all required components within 3 days of your
| Report 2 is due within 2 days of your scoring session. | assessment scoring session. Make sure you complete any requested corrections promptly. **No YouTube videos are allowed. It is illegal to post YouTube videos of your test administrations. The information on these tests is confidential.**

**Note:** This IQ testing course requires online scoring and interpretation sessions. Approximately 6 hours (three, 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.**
3rd assessment report is due within 2 days of your assessment scoring session. | Assignment 1: Trade test kits and complete the module for your third assessment. Administer and score the assessment. Then sign-up for an assessment scoring session. **No YouTube videos are allowed. It is illegal to post YouTube videos of your test administrations. The information on these tests is confidential.**

Assignment 2: XBA quiz #4

**Note:** This IQ testing course requires online scoring and interpretation sessions. Approximately 6 hours (three, 2 hour sessions) per student. Sessions will be scheduled using the course email and will be on-going throughout the semester. |
| **Weeks 12-14 November 12th - December 9th.**
Vineland II module
Ethics Module
EasyIEP module | Assignment 1: Complete the Vineland II module - Be sure to go page by page through all modules so that you do not miss any directions for assignments. Some modules have multiple assignments. Make sure you complete any requested corrections promptly. **Save your final Vineland II report because you will use it again in SPE 554, 501 or 502 Practicum Part 1.** Make sure you complete any requested corrections promptly.

Assignment 2: If you have administered the WJ IV and WISC, then take the quizzes associated with these modules.

Assignment 3: Complete the Laws and Ethics module. Be sure to go page by page through all... |
Livetext Submissions

modules so that you do not miss any directions for assignments. Some modules have multiple assignments.

Assignment 4: Access the EasyIEP module and follow the directions for entering your IQ scores into an FIE. You will be completing the Prior Written Notice steps for all 3 assessments that you completed this semester. If you already completed a Prior Written Notice in the ACH Testing course, then you will be creating a New Prior Written Notice for this class for practice purposes.

Assignment 5: **Upload your final reports to Livetext along with the related master Excel file. The first one will be the WJ IV and the second report can be of your choosing (either the WISC or KABC). You will label your Livetext submission as either WJ Interpretation Final Report or KABC Interpretation Final Report or WISC V or WAIS IV Interpretation Final Report. The LiveText assignment description is located at the end of this syllabus.**

**Note:** This IQ testing course requires online scoring and interpretation sessions. Approximately 6 hours (three, 2 hour sessions) per student. Sessions will be scheduled using the course email and will be on-going throughout the semester.

**Optional Reading Assignments**

Read the PowerPoints in Intelligence Measures module

Read Chapters 5 and 6 of your XBA book. No quiz required.

Read the Principles of Report Writing module.

All test kits must be mailed back to the campus by December 10th. Before mailing the test materials back the campus, please make sure to remove any notes or tabs that you added to the easels or manuals and use the protective folders and padding to reduce the risk of damage to test items.
VI. Readings (Required and recommended including texts, web sites, articles, etc.):

Required Text and Supplies:

1. Essentials of Cross-Battery Assessment, 3e with Cross-Battery Assessment Software System 2.0 (X-BASS 2.0) Access Card Set. The following links will take you to a publisher. https://www.wiley.com/en-us/Essentials+of+Cross+Battery+Assessment%2C+3e+with+Cross+Battery+Assessment+Software+System+2+0+%28X+BASS+2+0%29+Access+Card+Set-p-9781119412335

   **NOTE:** Do not purchase the electronic version of this textbook. You will not have quick access that you need and the page #’s do not match.


3. Copy of Federal Regulations 2012 accessed and/or downloaded through the Legal Framework:

   Click here to access the Federal Regulations side-by-side.

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

5. Clipboard

6. Access to a computer with the following capabilities: high speed internet, microphone and webcam, PowerPoint viewing and creating, Microsoft Excel, and Microsoft Word.

7. Your computer must also be D2L functional. You may get student D2L support by calling (936) 468-1919.
8. This course uses the LiveText data management system to collect critical 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. Students who do not have an existing LiveText account will receive an access code via the SFA e-mail system within the first week of class. You will be required to register your LiveText account, and you will be notified on how to do this via e-mail. If you forward your SFA e-mail to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for the emails.

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. Failure to activate your account and/or submit the required assignment(s) could result in course failure.

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 has been simplified and is completed electronically through MySFA. 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. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Class Attendance and Excused Absence: Policy 6.7

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 Collaborate session. If a student must miss a Collaborate session then a point loss will occur and he or she must contact the instructor, reschedule the missed session. Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in the required reports and in determining the final grades. Students may be excused be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying instructors in advance, when possible, for excusable absences.

**Late Submission Policy and Make-up Exams:**

All assignments must be turned in on or before the due date to receive credit.

**Academic Accommodations for Students with Disabilities: Policy 6.1 – 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS 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://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on 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 policy 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.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in the Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

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 an F [except as allowed through university policy (i.e., Active Military Service6.14)]. 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.

**Student Code of Conduct: Policy 10.4**

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 ICare: Early Alert Program at SFA. Information regarding the ICare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936 468-2703.
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 SFASU. Additional information on this issue is available at www.texes.ets.org/registrationBulletin/ or http://www.texes.ets.org/registrationBulletin/.

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. 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 SFASU.


3. 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 SFASU.

**For further information concerning these matters, contact Katie Snyder Martin at 936 468-1740 or snyderke1@sfasu.edu**

**IX. Other Relevant Course Information**

**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, accountability, and accreditation. Required program assignments that are connected to courses across your major/minor must be submitted through LiveText. Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.

LiveText Assignment Submission

SPE 545.501 IQ Interpretation Summary

Livetext.com

During the last week of the course, you will upload two of your final IQ summaries and XBA printouts to Livetext. One of your assessments must be the WJ and the other assessment can be of your choosing – KTEA or Wechsler. Your Livetext submission will include the following components:

WJ IV Test of Cognitive Abilities

- Assessment Interpretation Summary (Microsoft Word document)
- WJ master Excel file

Wechsler (WISC V or WAIS IV) or KABC

- Assessment Interpretation Summary (Microsoft Word document)
- WISC master Excel file or KABC master Excel file
Candidates should work to administer and maintain rapport with the subject, administer the norm-referenced assessment using standard procedures, accurately interpret the test results, and write a summary that explains assessment information in a manner that relates strengths and weaknesses to the academic areas of reading, writing and mathematics in a teacher and parent friendly manner.

Sample of Graded Assessment Session Components

The candidate will:

- Utilize background information on the subject's language abilities and plan accordingly.
- Work to establish and maintain rapport and/or a comfortable, respectful relationship with the subject.
- Administer subtests from the Standard and Extended batteries using standard procedures so that 2 measures of each CHC area are obtained.
- Provide necessary accommodations and breaks to the student.
- Query or prompt appropriately on specific subtests.
- Make informal observations on whether or not assistive technology may be necessary for the subject to make progress in the curriculum.
- Determine whether behaviors or exceptional conditions are affecting the subject’s performance and make necessary adjustments.
- Score the subject's responses so as not to penalize for mispronunciations resulting from speech or dialectical differences.

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**ISTE Standards**

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**Standard 2**
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**Standard 3**
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- 3b
- 3c
- 3d

**Standard 4**
- 4a

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## Assignment Descriptions:

Assignment 1: Vineland Adaptive Behavior Summary – Using a provided adaptive behavior report, the candidate will interpret the adaptive behavior composite and domain score information and report student competencies and non-competencies.
Assignment 2: Adaptive Behavior Assessments and the Federal Regulations – Using the federal regulations the candidate will identify and describe regulations related to adaptive behavior assessment and identification of an intellectual disability.

Assignment 3: Laws and Ethics Discussion – Using a provided scenario, information from chapter 3, and knowledge of Response to Intervention, the candidate will identify incidents that violate legal and ethical principles.

Assignment 4: WJ IV Report Submission - 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: GIA interpretation, G area strength paragraph, G area weakness paragraph, XBA interpretation (cohesiveness, and narrow ability representation).
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 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 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 5: Wechsler Report Submission - 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: FSIQ interpretation, G area strength paragraph, G area weakness paragraph, XBA interpretation (cohesiveness, and narrow ability representation).

(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 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 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 6: KABC Report Submission - 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: KABC interpretation, G area strength paragraph, G area weakness paragraph, XBA interpretation (cohesiveness, and narrow ability representation).

(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 ethical professional practice 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 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 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 7: Wright’s Law Assignment – Using the Wright’s Law web site report on a special education issue that interests you. Read the case and the court decision. Next, create a posting that includes the name and year of your chosen court case, a brief description of the issue, and the court finding. The heading of your posting will list the court case name, year, and the URL address.

(CEC 4.2, 6.1; 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)
Assignment 8: WISC V Posting – Reflection on the administration of the WISC V.

none

Assignment 9: XBA Quiz Chapter 1 – Overview of XBA Approach

(CEC 3.3, 4.2, 6.1; 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; )

Assignment 10: XBA Quiz Chapter 2 – Interpreting Test Data

(CEC 3.3, 4.2, 6.1; 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; )

Assignment 11: XBA Quiz Chapter 3 – XBA for SLD Identification

(CEC 3.3, 4.2, 6.1; 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; )

Assignment 12: XBA Appendix Quiz – CHC Broad and Narrow Abilities

(CEC 3.3, 4.2, 6.1; 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; )