

FLORIDA INTERNATIONAL UNIVERSITY
Department of Teaching & Learning

EEX 3221
ASSESSMENT OF EXCEPTIONAL CHILDREN (3 credits)

Spring 2014
Thursday, 5:00-7:40
ZEB 135

Professor:

Name: Dr. Kyle Bennett

Office Phone: 305-348-3641

E-mail: kyle.bennett@fiu.edu

Office Location and Office Hours: ZEB 243A; Wednesday 10:30-12, Thursday 1-4:30, or by appointment.

Course Description

This is an introductory course in assessment principles and practices. It is designed for students who will use assessment information and data in teaching and related fields. Assessment instruments and techniques will be reviewed and discussed. The course is also designed to assist students in understanding the process of collecting, analyzing, and interpreting data from a variety of relevant sources to use for educational and instructional decisions for individuals with disabilities, those suspected of a disability or those who are English language learners. Areas to be included in the content of the course are basic assessment and measurement concepts, intelligence, achievement, language, diagnostic, and adaptive behavior testing. Emphasis is given to administration and interpretation of test results from instruments that have undergone extensive review and evaluation (Mental Measurements Yearbook, 2003 and Encyclopedia of Special Education, 3, 1987) and informal assessment measurements appropriate for children from culturally and linguistically diverse backgrounds. (Baca & Cervantes, 1998; Taylor, 1997; Taylor & Richards, 1991).

COE Conceptual Framework

The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College of Education. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning

outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

State and National Standards

The College of Education is NCATE (National Council for the Accreditation of Teacher Education) accredited and the special education program has been approved as meeting all requirements of the Florida Department of Education. This course is aligned with the standards, principles, competencies, and practices of: Council for Exceptional Children (CEC), Interstate New Teacher and Assessment Consortium (INTASC), Florida Educator Accomplished Practices (FEAPs), Florida's Exceptional Student Education K-12 (ESE K-12), Florida Standards for Teachers of English for Speakers of Other Languages (ESOL), and Florida Reading Endorsement Competencies.

Council for Exceptional Children (CEC)

Standard 2: Development and Characteristics of Learners

IGC2K1: Etiology and diagnosis related to various theoretical approaches

Standard 3: Individual Learning Differences

IGC3S1: Relate levels of support to the needs of the individual

Standard 5: Learning Environments/Social Interaction

ICC5S6: Use performance data and information from all stakeholders to make or suggest modifications in learning environments

Standard 7: Instructional Planning

ICC7S13: Make responsive adjustments to instruction based on continual observations

ICC7S15: Evaluate and modify instructional practices in response to ongoing assessment data

Standard 8: Assessment

Knowledge:

ICC8K1: Basic terminology used in assessment

ICC8K2: Legal provisions and ethical principles regarding assessment of individuals

ICC8K3: Screening, prereferral, referral, and classification procedures

ICC8K4: Use and limitations of assessment instruments

ICC8K5: National, state or provincial, and local accommodations and modifications

IGC8K1: Specialized terminology used in the assessment of individuals with exceptional learning needs

IGC8K2: Laws and policies regarding referral and placement procedures for individuals with exceptional learning needs

IGC8K3: Types and importance of information concerning individuals with exceptional learning needs available from families and public agencies

IGC8K4: Procedures for early identification of young children who may be at risk for exceptional learning needs

Skill:

ICC8S1: Gather relevant background information

ICC8S2: Administer nonbiased formal and informal assessments

ICC8S3: Use technology to conduct assessments

ICC8S4: Develop or modify individualized assessment strategies

ICC8S5: Interpret information from formal and informal assessments

ICC8S6: Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds

ICC8S7: Report assessment results to all stakeholders using effective communication skills

ICC8S8: Evaluate instruction and monitor progress of individuals with exceptional learning needs

ICC8S9: Create and maintain records

IGC8S2: Use exceptionality-specific assessment instruments with individuals with exceptional learning needs

IGC8S3: Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with exceptional learning needs

IGC8S4: Assess reliable method(s) of response of individuals who lack typical communication and performance abilities

Standard 10: Collaboration

ICC10S2: Collaborate with families and others in assessment of individuals with exceptional learning needs

cc8K1 Basic terminology used in assessment.

cc8K2 Legal provisions and ethical principles regarding assessment

cc8K3 Screening, pre-referral, referral and classification procedures

cc8K4 Use and limitations of assessment instruments

gc8K2 Laws and policies regarding referral and placement procedures for individuals with disabilities

cc8S1 Gather background information

cc8S2 Administer nonbiased formal and informal assessments.

cc8S5 Interpret information from formal and informal assessments

cc8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds

cc8S7 Report assessment results to all stakeholders using effective communication skills.

cc8S10 Create and maintain records.

Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

Standards 6a, 6b, 6e, 6f, & 6g.

Florida Educator Accomplished Practices (FEAPs):

FEAP 1.a.4: Assessment. The effective educator consistently:

4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);

4f. Applies technology to organize and integrate assessment information.

Florida ESE K-12

1. Knowledge of foundations of ESE:

4. Identify the classification system and eligibility criteria under the current Individuals with Disabilities Improvement Act.
6. Interpret curriculum information and assessment data for IEP and child study team members.

2. Knowledge of assessment and evaluation:

1. Identify the purposes of assessment (e.g., early identification, screening, interventions, eligibility, diagnosis, identification of relevant instructional content, monitoring the effectiveness of instruction) across disciplines.
2. Identify the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, appropriateness of assessment for student needs).
3. Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments for students with disabilities.
4. Interpret, analyze, and apply the results of norm-referenced, criterion-referenced, and performance-based assessments for students with disabilities.
5. Identify alternative assessment strategies and procedures (e.g., observations, performance-based assessments, ecological assessments, interviews, portfolios) and their appropriate use.
6. Identify the factors (e.g., curriculum alignment, cultural bias) that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment.

7. Identify and analyze reliable and valid progress-monitoring methods for assessing individual student progress (e.g., curriculum-based assessments, fluency checks, rubrics, story retelling, informal reading inventories, portfolios).

ESOL Performance Standards and Indicators:

Domain 5: Assessment (ESOL Testing and Evaluation)

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the differences between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

Standard 1: Assessment Issues for ELLs

Indicator 5.1.a: Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.

Indicator 5.1.b: Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.

Indicator 5.1.d: Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.

Indicator 5.1.e: Distinguish among ELLs language differences, giftedness, and special education needs.

Standard 3: Classroom-Based Assessment for ELLs

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Indicator 5.3.c: Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

Course Objectives

Upon completion of this course, students will be able to:

1. Define and discuss various types of assessments and the steps of the assessment process.
2. Correctly administer, score and interpret results from informal and formal tests.
3. Select appropriate instruments that are technically sound and appropriate to use with general education students, students with disabilities, and students from culturally and linguistically diverse backgrounds.
4. Interpret, from an instructional perspective, data from psychological reports and other formal and informal reports.
5. Explain basic measurement concepts and terminology from required readings, class discussions, and test administrations.
6. Administer, score, and interpret data from standardized intellectual, language, achievement, diagnostic, and adaptive behavior tests.
7. Apply informal and formal data for instructional planning and programming by writing case reports and recommendations for K-12 students.
8. Summarize pre-referral intervention strategies and sections of IDEA that apply to the assessment process.
9. Judge which test is more appropriate to use with students based on validity and reliability information.
10. Calculate, interpret, and apply standard error of measurements, standard deviations, estimated true scores, raw scores, standard scores, grade and age equivalents, percentile ranks, normal curve equivalents, stanines, z-scores, T-scores, developmental scores, chronological ages, basals, and ceiling levels, measures of central tendency and measures of dispersions.
11. Discuss the properties of normal and skewed distributions.
12. Identify best practices to follow in the assessment process and IEP development

Required Textbook, Readings, and Other Instructional Materials

Overton, T. (2012). *Assessing learners with special needs: An applied approach* (7th ed.). Merrill: Upper Saddle River, NJ.

Course Requirements and Grading Standards (Subject to Change)

This course will include a Web assisted component. Some assignments will be held on-line. Additionally, lecture notes, data collection and graphing forms, and activities will be on line. You should read your textbook and use the lecture notes, summaries, and elaborations of materials to support your textbook reading. Time spent in class will be follow-up discussions, group work with in-class administration of norm- and criterion- referenced tests and authentic tests, role-playing, simulations, and exams. Please take time to read the entire syllabus. If you have any questions, feel free to ask in class, via email, via phone, or via office appointment. Further, the syllabus includes the State Department of Education accomplished practices for the professional teacher and the required ESOL competencies.

Summary of Assignments and Available Points:

Assignment	Points
1. Group Case Study Report	30
2. Field Experience and report	20
4. In-Class Activities	10
5. Quizzes (4 worth 10 points each)	40

Description of Assignments, Resources, and Rubrics/Grading Criteria:

1. Group Case Study (Taskstream Artifact):

This assignment is to be completed in groups of no more than 4 students. Students will review a case study that contains the results of a variety of assessments administered to a student suspected of having a disability. The student also has limited English proficiency. You are to write a report containing the following information.

- A summary of the tests administered with a focus on organizing and integrating the assessment information. (4 points)
- A written summary of your interpretation of the test results. (4 points)
- A list of priority educational needs for each area of concern. (4 points)
- Your decision on eligibility and class placement. (2 points)
- A list of goals and objectives covering each area where the student presents skill deficits. The goals and objectives must be in an appropriate behavioral objective format. (6 points)

- Next, you are to select one of the goals (with its objectives) and list at least 3 assessments that can be implemented to monitor the student’s progress and inform your decisions on future instruction. Since the student has limited English proficiency, you are to list 3 alternative methods or accommodations for conducting the progress monitoring assessments. (6 points)
- Finally, the report should be written in a manner that the student and his parents can understand with an emphasis on informing them of the outcomes of the assessment data. You will be required to turn in a typewritten report. The report must be double-spaced using 12-point font using APA writing conventions. (4 points)

Standards	Mastery (3 pts.)	Proficient (2 pts.)	Limited (1 pt.)
FEAPS 1.a.4 Assessment Florida ESE K-12 2. Knowledge of assessment and evaluation	Paper that receives a minimum of 90% of the total points	Paper that receives a minimum of 80% of the total points	Papers that receive less than 80% of the total points
FEAPS 1.a.4 4f. Applies technology to organize and integrate assessment information. Florida ESE K-12 2. Knowledge of assessment and evaluation	The candidate clearly summarizes the tests administered with a focus on organizing and integrating the assessment information.	The candidate satisfactorily summarizes the tests administered with a focus on organizing and integrating the assessment information.	The candidate partially summarizes the tests administered with a focus on organizing and integrating the assessment information.
FEAPS 1.a.4 4a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process Florida ESE K-12 2. Knowledge of assessment and evaluation	The candidate clearly analyzes and provides a summary of their interpretation of the test results from multiple assessments, develops a list of priority educational needs for each area of concern, bases their decision on eligibility and class	The candidate satisfactorily analyzes and provides a summary of their interpretation of the test results from multiple assessments, develops a list of priority educational needs for each area of concern, bases their decision on	The candidate partially analyzes and provides a summary of their interpretation of the test results from multiple assessments, develops a list of priority educational needs for each area of concern, bases their decision on eligibility and class

	placement on the results and student's needs, and lists goals and objectives covering each area where the student presents skill deficits. The goals and objectives must be in an appropriate behavioral objective format.	eligibility and class placement on the results and student's needs, and lists goals and objectives covering each area where the student presents skill deficits. The goals and objectives must be in an appropriate behavioral objective format.	placement on the results and student's needs, and lists goals and objectives covering each area where the student presents skill deficits. The goals and objectives must be in an appropriate behavioral objective format.
<p>FEAPS 1.a.4</p> <p>4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains</p> <p>Florida ESE K-12 2. Knowledge of assessment and evaluation</p>	After selecting one of the goals (with its objectives), the candidate uses a variety of assessment tools by listing at least 3 assessments that can be implemented to monitor the student's progress and inform their decisions on future instruction.	After selecting one of the goals (with its objectives), the candidate uses a variety of assessment tools by listing 2 assessments that can be implemented to monitor the student's progress and inform their decisions on future instruction.	After selecting one of the goals (with its objectives), the candidate did not use a variety of assessment tools by only listing 1 assessment that can be implemented to monitor the student's progress and inform their decisions on future instruction.
<p>FEAPS 1.a.4</p> <p>4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge</p> <p>Florida ESE K-12 2. Knowledge of assessment and evaluation</p> <p>ESOL Performance Standards & Indicators: Domain 5, Standard 3, Indicator c</p>	Since the student has limited English proficiency, the candidate modifies assessment and testing conditions by listing 3 alternative methods or accommodations for conducting the progress monitoring assessments.	Since the student has limited English proficiency, the candidate modifies assessment and testing conditions by listing 2 alternative methods or accommodations for conducting the progress monitoring assessments.	Since the student has limited English proficiency, the candidate modifies assessment and testing conditions by listing 1 alternative method or accommodation for conducting the progress monitoring assessments.

<p>FEAPS 1.a.4</p> <p>4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)</p>	<p>The candidate provides a written report in a manner that the student and his parents can understand with a clear emphasis on informing them of the outcomes of the assessment data.</p>	<p>The candidate provides a written report that is mostly in a manner that the student and his parents can understand with a satisfactory emphasis on informing them of the outcomes of the assessment data.</p>	<p>The candidate provides a written report that is not in a manner that the student and his parents can understand, and there is only a partial emphasis on informing them of the outcomes of the assessment data.</p>
--	--	--	--

2. Field Experience:

A field experience will be arranged through the office of Clinical Experiences. During the field experience the student will gain experience in working with students with exceptionalities. Each student will spend at least 10 hours observing the class. During your observations, note the types of any formal and/or informal assessments that are given (3 pts), the frequency with which they are given (3 pts), and how the teacher uses the information from assessments to guide his or her instruction (3 pts). Then, interview the teacher of the class and ask them their views of assessment (3 pts), which assessments they find useful (3 pts), and how they use assessment to guide instruction (3 pts). Write a brief report that includes all of the above information (based on both your observation and interview). Use proper writing conventions following the latest edition of the APA publication manual (2 pts.) **DO NOT DISCUSS SPECIFIC STUDENTS AND DO NOT WRITE ABOUT SPECIFIC STUDENTS. DO NOT IDENTIFY THE TEACHER.**

Remember to pick up a Field Experience Student Log in ZEB 230.

3. In-Class Activities:

Throughout the course you will work on a case study in class as well as learn to collect and analyze student data. The case study takes students through the entire assessment, eligibility, and placement process. This activity is to be completed in small groups. Groups are to complete the activities regarding the case presented in each class and turn in their work at the end of the scheduled class. This assignment will be completed entirely in class. The ten case study assignments will be assigned on random dates. The in-class case study cannot be made up unless you have an excused absence.

4. Quizzes:

Complete quizzes on the dates given. The quizzes will cover all assigned readings and learning activities.

*You are encouraged to turn in assignments on time. ***Failure to do so will result in one point lost for each day the assignment is late.*** The following is a sample of documentation that should be submitted with any late assignment: a doctor's statement, jury duty service, accident report, or other appropriate documentation.

Grading Scale (course grades will be determined as follows):

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	above 93	B-	81 - 83	D+	67 - 70
A-	91 - 92	C+	77 - 80	D	64 - 66
B+	87 - 90	C	74 - 76	D-	61 - 63
B	84 - 86	C-	71 - 73	F	< 61

Taskstream Artifact and 3-point Rubric

TaskStream is the College of Education's (COE) web-based electronic portfolio application that will allow you to upload and share selected work via the world wide web. This electronic portfolio system also has tools that allow you to create standards-based lesson plans, evaluation rubrics, and entire instructional units. Since the Fall 2008, all students enrolled in the COE are required to subscribe and maintain a TaskStream account throughout their FIU career so that they can generate and maintain an electronic portfolio of their work in the College. You can purchase TaskStream directly online at anytime of the year. You have the option of selecting the terms of their subscription. However, the Taskstream account must be maintained throughout your professional preparation program. Costs and other Taskstream information can be found at this COE website: <http://education.fiu.edu/taskstream/>

This course requires that students complete a field experience report. This assignment must be successfully uploaded to TaskStream after the professor's approval. If the assignment is not uploaded in a timely manner or the assignment is of poor quality, the student will receive an "F" in the course.

Your enrollment code for this Fall 2014 semester is:

Field Experience Requirement

Students must complete a minimum of ten (10) hours of field experience in a school assigned by the Office of Field Experiences in the COE. You must complete your 10 hours in at least five (5) separate visits to the school. The Field Experience Log is to be signed by the supervising teacher and all hours must be completed no later than the due dates noted. You will keep the hardcopy of the Field Experience Log for your personal records. The electronic version of the Field

Experience Log must be completed on TaskStream and uploaded once you have satisfied your field hours. Field entries must describe in detail what you did during the visit. Edit your work carefully.

To receive an appropriate field placement, visit the Office of Field Experiences in ZEB 220 (305-348-2082). The following steps should be followed:

1. Bring a copy of your course schedule and your security clearance card. (If you don't have one, you will receive the required information and paperwork.)
2. Select a school site from the approved list on the bulletin boards outside ZEB 220.
3. On your course schedule, write your: Panther ID, e-mail address, and reliable phone number.
4. You will receive a placement card for your assigned school, with a mandatory orientation date and an official "Field Experience Attendance Log" for each course that requires field hours.

Course Policies

This syllabus serves as both a contract and guide for this course. Some revisions, modifications, and/or substitutions may be made after discussion with students or after re-evaluation by the instructor to improve content and course delivery. It is highly recommended that students keep open and ongoing communication with instructor(s) throughout the semester via e-mail or during office hours.

Attendance Policy: It is expected that all students will be in attendance and on time for all class sessions. This is a class that requires active in-class participation from each member. If you miss a class, you are responsible for any materials given or changes made. You should notify the professor via e-mail of your absence as a professional courtesy and/or provide appropriate documentation for your absence (e.g., doctor's note). **Furthermore, during class time, place all electronic devices on silent mode. Laptop and tablet computers are not permitted in class. All notes for the class are available on Moodle. Additionally, text messaging is not permitted in class. Please take phone calls outside the classroom.**

Make-Up Assignment Due Date Policy: Opportunities for make-up assignments are limited to documented medical emergencies or personal emergencies approved by the professor. Late is defined as the end of the class session in which the assignment is due.

Religious Holidays Policy: Students who are absent from academic or social activities because of religious observances will not be penalized. A student who desires to be excused from class to observe a religious holy day of his or her religious faith should notify all of his or her instructors at least two (2) weeks in advance.

The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to make up any work missed. Examinations, major assignments, and university ceremonies will not be scheduled on a major religious holy day. If an examination was administered during the class at which a student is excused for a religious observance, the student should make arrangements with the instructor to be examined at an alternate time or be given a comparable assignment.

Policy for Assigning an Incomplete “I” Grade: An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student’s own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an “F” or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of “I” (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of “I”.
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

Academic Integrity Statement (July 2007)

(http://www.fiu.edu/~sccr/standards_of_conduct.htm)

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Note that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on

that work and in that course and shall report such incidents to the Primary Administrative Officer.

Misconduct includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism <http://coeweb.fiu.edu/plagiarism/index.htm> .

Disability Resource Center (<http://drc.fiu.edu/>)

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

Code of Professional Decorum

The Code will serves as a guide for students in the Teaching and Learning Department and in this class. The following expectations constitute the Code of Professional Decorum governing conduct. These expectations are essential to the department's goal of providing students with a quality education in an environment conducive to learning.

Students and faculty in the department shall:

1. Be respectful of the learning environment by:
 - (a) being punctual: arriving to class and returning from breaks on-time,
 - (b) keeping beepers and cellular phones off during class, and
 - (c) avoiding disruptive conduct (i.e., any behavior that interferes with class functions).
2. Be respectful of all individuals in class by:
 - (a) appropriately participating in classroom discussions and activities,
 - (b) allowing equal opportunity for all class members to participate, and
 - (c) having respect for others by voicing disagreements in a professional manner.
3. Have a professional commitment to learning by:
 - (a) completing and turning in assignments on time,
 - (b) making personal efforts to get assistance from fellow classmates or faculty to facilitate learning, and
 - (c) striving for perfect class attendance

4. Have professional integrity by:
 - (a) engaging in academic honesty,
 - (b) if absent from class, taking personal responsibility for missed content; and
 - (c) professionally representing yourself and the university at all intern sites.

How Specific Policies Affect Grades

1. Academic Dishonesty/Plagiarism

Cases of suspected cheating will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being guilty of dishonest academic practice, the instructor shall make an academic judgment about the students' grade on that work and in the course. Plagiarism will be monitored by Turnitin.

2. Punctuality

- (a) Assignments are due on the date set; points will be deducted for late work, and may not be accepted.
- (b) Attendance at class discussions is important. Attendance counts as part of class participation.

3. Quality of Written Work and Presentations

- (a) Written work must be typed, double-spaced, 12- point font, and include appropriate references. Proper acknowledgement must be given for all facts, borrowed ideas, and quotes.
- (b) APA Format is to be used for written papers.

Course Outline/Schedule

The instructor reserves the right to modify the course schedule as necessary during the semester. Students will be provided with fair and adequate notice of such changes ahead of time.

Be prepared to discuss and perform tasks on the date assigned within the Schedule/Calendar

Date	Topic	Assignment
1/9/2014	Introduction to the course and assessment Florida ESE K-12 (2.1 & 2.6)	Ch. 1
1/16/2014	Laws, Ethics, and Issues Florida ESE K-12 (2.2 & 2.6)	Ch. 2
1/23/2014	Curriculum-Based Assessment and Alternate Assessment Florida ESE K-12 (2.4 & 2.5)	Ch. 6
1/30/2014	RTI & progress monitoring Florida ESE K-12 (2.7)	Ch. 7
2/6/2014	Data collection/decision rules/graphing Florida ESE K-12 (2.7)	Quiz 1 (Chapters 1, 2, 6, & 7)
2/13/2014	Data collection/decision rules/graphing Florida ESE K-12 (2.7)	
2/20/2014	Descriptive Statistics Florida ESE K-12 (2.3)	Ch. 3 Quiz 2 (data collection, decision rules, graphing)
2/27/2014	Reliability and Validity Florida ESE K-12 (2.3) Norm-Referenced Assessment Florida ESE K-12 (2.4 & 2.6)	Ch. 4 & 5
3/6/2014	Intelligence & Adaptive behavior Florida ESE K-12 (2.4)	Ch. 10 Quiz 3 (Chapters 3, 4, & 5)
Spring Break	No class today	
3/20/2014	Intelligence & Adaptive behavior <i>(continued)</i> Florida ESE K-12 (2.4)	Ch. 10 ***Field Experience Report Due***
3/27/2014	Academic Assessment Florida ESE K-12 (2.4)	Ch. 8

4/3/2014	Assessment of Behavior Florida ESE K-12 (2.4)	Ch. 9 Case Study Report Due
4/10/2014	Early Childhood & Transition Florida ESE K-12 (2.1)	Chs. 11 & 12
4/17/2014	Putting it all together and review for final exam	
Week of 4/21/2014	FINAL EXAM DATE TBA	Final Exam Week Quiz 4 (Chapters 8, 9, & 10)