DESCRIPTION
This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject areas of Psychoeducational Assessment Practices, & IEP Development/Implementation. In this case, your competence will be assessed by the successful completion of the Praxis Exam aligned with the areas of content within this course study. The stages of the learning process are listed in a sequence below at the point in which you should have covered the learning essential to build the necessary competence to successfully master the Praxis assessment. Once all stages are completed at the appropriate level of competence, you should be prepared to matriculate the Praxis Exam and receive a PASS on your Academic Action Plan (AAP) for Assessment, Evaluation & Management Practices, In Part I. As with any learning activity, stages may be completed more quickly than noted below, or they could take the full amount of time indicated. We provide the pacing (Week One, Two, etc.) as a guide to the amount of time you should take to development the competencies necessary and prepare to complete the required assessment on time. Completing your assessments within the required timeline keeps you on pace for Satisfactory Academic Progress (SAP) and Graduation.

INTRODUCTION
The subdomain of Assessment, Evaluation & Management Practices Part I is fundamental to developing a solid base of knowledge and skills in the process and procedures for assessing students with special needs at all age levels, beginning with preschoolers and continuing through high school. Assessment is and has been a controversial and ever changing area. The new focus on curriculum-based assessment, how to evaluate students from culturally and linguistically diverse backgrounds in addition to assessment and technology presents an increasingly important and essential knowledge-base for teachers. This component of your work at WGU is designed to help provide you as teachers and prospective teachers, with comprehensive information on the processes and procedures of assessment, linking assessment to IEPs and instruction, and the principles and practices of assessment from an applied and practical perspective.

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                                Tuesday, 4:00pm – 6:00pm, Pacific Time
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                                Thursday, 12:00pm – 2:00pm, Pacific Time

COMPETENCIES
There are several academic competencies associated with this course of study that will be addressed sequentially over the next several weeks. This list is a good overview of precisely what you will know
and do at the conclusion of this course of study and what you will be able to demonstrate through assessment.

- **Competency 631.2.1: Psychoeducational Testing Practices & Procedures**
  The graduate is capable of executing the administration and interpreting of a variety of formal (standardized) and informal assessments, and achievement tests (according to research design, reliability, and validity), used in the evaluation procedures for children with a variety of disabling conditions.

- **Competency 631.2.2: IEP Development & Implementation**
  The graduate relates the various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) to the presentation and data analysis for instructional planning, conferences and decisions-making, and in determining assessment data required in the development of an IEP. In this process, the graduate utilizes federal and state policies, statutes, and regulations, in developing, managing and implementing Educational Programs based on individual student needs.

- **Competency 631.2.3: Policies and Procedures**
  The graduate utilizes state statutes, policies and procedures, and the federal regulations of IDEA in professional and ethical practices, and can apply theoretical constructs to special education in tracing the students with disabilities from pre-referral through post secondary and community-based options including screening, transition and record maintenance.

- **Competency 631.2.4 Counseling & Collaboration**
  The graduate is able to establish partnerships with other members of the school and the community, promotes positive school-home relationships and encourages families’ involvement in their children’s education by correctly using the terminology that enables one to communicate/collaborate and counsel with parents; other regular and special education teachers; school administrators, and special service personnel such as physical, occupational, communication and speech therapists; and the students themselves.

### The Assessment

**Instructions for Registering for Praxis Exams**

The Special Education Program uses “third party objective exams” meaning exams that are written and proctored by an organization other than WGU. Special education exams are Praxis exams, created and proctored through the Educational Testing Service or ETS. The procedure for registering for these exams is different than for other WGU objective exams. Please follow these directions very carefully:

- Choosing your testing sites and dates
- Go to [www.ets.org](http://www.ets.org)
- On that site, click on PRAXIS series
- On this site you will find at least three (3) sites near you that offer SUBJECT exams. You can find these by clicking on “TEST CENTERS AND DATES”
• You will look on the right side of the screen for *Praxis I and II Paper Based Testing Centers.*
• Select your testing location (it is sometimes better to select all testing centers in US- especially if you are in a state that may not have many centers).
• Choose **three locations** that indicate that P2 (Praxis II) is available for the dates you will be taking the exam (remember to write down the number and the name of the testing centers)
• Once you have located you testing centers and are sure that the tests are available on the dates you desire. You will need to create a profile (if you don’t already have one). This profile is what WGU will need to register you for the exams.
• Close the Window by clicking in the upper right hand corner.

**Creating an ETS profile**

On the main Praxis page, on the left hand sidebar click on REGISTER ONLINE box. This brings up a window that allows two options, click on the right side, Click REGISTER ONLINE for paper based test. New Users may sign up for a free account by clicking on SIGN UP.

Create your profile by filling in the required information and then click SUBMIT. **MAKE SURE YOU WRITE DOWN YOUR PASSWORD AND USERNAME!**

**Referring for the exam through your AAP**

Once you have your profile, you will need to follow these directions on your WGU AAP:

• On your AAP, click on OBJECTIVE EXAM for the PRAXIS exam.
• This should bring you to the ASSESSMENT REFERRAL tab.
• In the box where it says NAME--- type in the NAME and CODE NUMBER for your first choice Praxis Testing Site.
• In the box PHONE: type in YOUR home phone number—not the number for the testing site.
• Click on CONTINUE
• On page 2, type in the time and date for the exam. In the other 2 choices, type in the next two (2) consecutive dates (if the exam is July 26, type in 1. July 26, 2. July 27 and 3. July 28)
• Click continue
• On the OTHER CONSIDERATIONS page you will need to type in the following information:

1. **Type in the Code for the Exam**
2. **Your Name**
3. **Your ETS user name**
4. **Your ETS password**
5. **Your Date of birth:**
6. **Your SS #:**
7. **Your Current mailing address:**
8. **Your Current phone #:**
9. **Three Praxis sites near your location WITH the CODES (you can find these codes on the ETS website).**

**Required Learning Resources**

Arrange to obtain the learning resources listed below so there will be no delays in your studies. These
items are essential for you, as this document will guide you week-by-week in the use of these materials. Some of these items must be shipped to you, so be sure that your mailing address information is current. If you click your name on your AAP, you can check your contact information.

**Textbooks:**

**Online and Postal Learning Resources:**
- [www.cec.sped.org](http://www.cec.sped.org) (Click on: “Teaching & Learning Center:” Current Special Ed Topics, Exceptionality/Topic Areas, Professional Practice Topics and Info, and Evidence-based Practice)

**Communities:**
Be sure to visit the Special Education Learning Community and Program Community. Learning communities are specifically designed to support you as you develop competence in preparation for your assessments through the utilization of threaded discussions, blogs, and chats that are guided by content experts. You will access your
communities to receive continued support through professional enrichment and program-specific chats, blogs, and discussions, as well as networking with other students in the same degree program.

Disposition Statement: Western Governors University supports the development and demonstration of professional teaching dispositions throughout the course of its Teachers College (TC) licensure programs. All TC students and faculty will demonstrate the following dispositions described in the Teachers College's conceptual framework and code of ethics: Competent and caring; Respectful and embracing of diversity; Reflective practitioners; Equitable and fair; Professional practice consistent with the belief that all students can learn; Collaborative professionals; Professional leaders and change agents. Please review the Teachers College Code of Ethics found in the WGU Student Handbook. Practice the dispositions above while working through this Course of Study. Reflect on your learning. Believe that you will learn the material needed to pass your assessment(s). Care about your education by scheduling time each week to devote to your studies. Collaborate with other teachers by interacting in the community. Be a leader of change by making suggestions to improve this learning document.

The Course of Study is a dynamic document that is updated on a regular basis. As you work through the Course of Study, make certain you check to make sure you are using the most current version of the document found by clicking on the “Start Here” button on the AAP Learning Resources.

Week 1
Preparing for Success
To successfully complete X352/PX352, candidates need the appropriate resources to help with their learning. Candidates should also prepare a calendar to schedule times devoted to their studies.

Competency 631.2.1: Psychoeducational Testing Practices and Procedures
The graduate is capable of executing the administration and interpreting of a variety of formal, (standardization) and informal assessments, and achievement tests (according to research design, reliability, and validity), used in the evaluation procedures for children with a variety of disabling conditions.

Acquire Learning Resources
Arrange to obtain the learning resources listed below so there will be no delays in your studies. These items are essential for you, as this document will guide you week by week in the use of these materials. Some of these items must be shipped to you, so be sure that your mailing address information is current. If you click your name on your AAP, you can check your contact information. The resources you are using to master the competencies for the Praxis assessment will also be valuable to you as you prepare for future assessments, and as you develop lesson plans to be used in your classroom in the future. Therefore, we recommend that as you complete each stage of learning, do so with the understanding that you are preparing for the challenges of the 21st century.
inclusive classrooms, with its ever-increasing diversity, and the utilization of technology and effective research-based instruction to meet the needs of students you will encounter.

**Order Your Textbooks**

The textbooks that you will need to order for this course are listed below. You will need to order these early in order to avoid any delays in getting them when required throughout this 10 week course.


*Note: The WGU Bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the ISBN to get the correct edition.*

**Access the Learning Community**

Learning Communities are an integral part of the WGU learning experience. Communities provide opportunities to learn through communication with the facilitator and other students. Any time you have a question about the content you are learning in this Course of Study, contact the community facilitator for assistance. Community Facilitators and other students will not provide answers, but will engage you in discussion to help you clarify and extend your understanding of important concepts.

**Create a Study Notebook or Journal**

Create an area or document (electronic or manual) where you can take notes on the readings, vocabulary, guiding questions, and activities throughout this course of study.

**Required Reading for this week**
- Read Chapters 1-3 in John Venn’s Assessing “Students with Special Needs”.


• Read Chapter 2 in Cohen and Spenciner’s “Assessment of Children and Youth with Special Needs“
• Read Chapter 1 in “Defining and Designing the Assessment Process of Students with Special Needs”
• Read Chapter 2in “Steps in the Assessment Process”

After completing this week’s activities, candidates will be able to:

• Describe how to administer an assessment instrument.
• Describe how to determine a student's needs for assistive technology.
• Identify and describe the different steps and purposes for assessment
• Describe how to determine a student's needs for assistive technology
• Discuss interpreting assessments with accommodations or modifications
• Explain why assessment approaches should be responsive to diversity
• Identify assessment questions and describe the different steps and purposes for assessment.
• Apply professional standards and ethical principles

**Assessing Students with Exceptional Learning Needs**

**Instructional Text and Companion Website:** Candidates will use the following text as you study this topic: Venn, John J., *Assessing Students with Special Needs, 4th ed.*, 2006, Merrill/Prentice Hall Textbook companion site: [www.prenhall.com/venn](http://www.prenhall.com/venn)

This topic explores collecting information and the steps and purposes of the assessment process. Selecting assessment approaches, or ways of assessing student skills and knowledge, begins with a careful consideration of the assessment questions and purposes.

Learning how to administer assessments appropriately is an essential skill. Assessments can focus on answering questions regarding academic or behavior concerns and physical or developmental factors. Special educators must be able to observe, collect, record, and interpret information about students with disabilities. As members of a school team, they plan, monitor, and evaluate individualized education programs. When the IEP team discusses whether a student needs assistive technology to access the general education curriculum, an assessment will focus on the student and the type of assistive technology that would be most appropriate.

**Assessing Students with Exceptional Learning Needs**

Take note of the Comprehension Checks, Focus Charts and Tables as well as the figures and Diversity Reflections in these chapters. What are some ways teachers can use assessment to either hinder or help a student's performance? What are some ways teachers can use assessment to either hinder or help a student's performance?

**Special Education Terminology**

Add new terminology to your journal, focusing on terms used in measurement, evaluation and assessment. Use the Chapter tools for each chapter on the companion website to practice your ability to recall terminology, use concepts in guided questions and write reflections. This site will supply you with sample answers after you have submitted practice tests. This will help
prepare for assessment/exams later. Visit the Learning Community and participate in the discussion related to Measurement, Evaluation and Assessment

Steps in the Assessment Process and Individualized Education Plan (IEP)

**Instructional Text and Companion Website:** You will use the following text as you study this topic: Venn, John J., *Assessing Students with Special Needs, 4th ed.*, 2006, Merrill/Prentice Hall. Textbook companion site: [www.prenhall.com/venn](http://www.prenhall.com/venn)

**Special Education Process**
Identify the special education process and create a chart listing the steps and assessments or procedures used at each step in the process.

**Eligibility Process**
Outline the process that is used to determine eligibility for Special Education services. Go to the Learning Community to find a peer that you can discuss this process with.

**Components Related to Evaluation/Assessment**
Review how Service Delivery, Instructional Intervention, and Data Collection are all related to evaluation/assessment.

Week #2

**Psychoeducational Testing Practices & Procedures Part II**
The terminology and distinguishing terms, as well as the effects of historical events on current assessment practices will be explored by candidates in their work this week. Candidates will learn how to administer assessments appropriately and will focus on answering questions regarding academic or behavior concerns and physical or developmental factors. The ability to observe, collect, record, and interpret information about students with disabilities will be addressed.

**Competency 631.2.1:** Psychoeducational Testing Practices and Procedures.
The Candidate is capable of administering and interpreting a variety of formal, (standardization) and informal assessments, and achievement tests (according to research design, reliability, and validity), used in the evaluation procedures for children with a variety of disabling conditions.

After completing this week’s activities, candidates will be able to:

- Discuss reliability vs. validity in relation to assessment
- Discuss how to administer assessments
- Discuss FAPE

**Required Reading for this week**

- Read and Review Chapter 2
Assessing Students for Different Needs

**Instruction Text:** Candidates will use the following text as you study this topic: Cohen, Libby, G., Spenciner, Loraine J., *Assessment of Children and Youth with Special Needs*, 3rd ed., 2007, Pearson/Allyn & Bacon

**Assessment Framework**
use textbook companion site below to complete additional activities

**Case Studies**
Locate the Case Studies and after reviewing them, go to the website listed below and answer the “Consider the Case” Questions.

**Assistive Technology Assessment**
Learning how to administer assessments appropriately is an essential skill. Assessments can focus on answering questions regarding academic or behavior concerns and physical or developmental factors. Special educators must be able to observe, collect, record, and interpret information about students with disabilities. As members of a school team, they plan, monitor, and evaluate individualized education programs. When the IEP team discusses whether a student needs assistive technology to access the general education curriculum, an assessment will focus on the student and the type of assistive technology that would be most appropriate. Do the “Activities” for this chapter to ensure you have a solid understanding of the concepts of assistive technology assessment?

**Practice Test**
Take the “Practice Test” and see how close you come to being able to automatically answer the questions. The site listed below also has electronic flashcards that students find helpful.

**Process of Assessment in IEP Development**
The individualized education program (IEP) is both an important process and a document in decision-making concerning students’ participation and accommodation in assessment. Although students’ IEPs appeared to reflect individualized decisions, political and logistical factors limited the utility of the IEP and interfered with its actual implementation.

**Instruction Text:** Candidates will use the following text as they study this topic: Knowlton, Earle, *Developing Effective Individualized Education Programs: A Case Based Tutorial, 1st ed.*, 2006, Prentice Hall. The CD “Developing Effective IEP’s” is used in these activities.

**How an IEP Works**
Using the CD, review “What is an IEP?” “How is a Student’s Eligibility Determined?” “Who Creates the IEP?” And “What are the Goals of the IEP?”
IEP Components
Using the CD, review the links “What are the Components of an Effective IEP?” “How did 2004 Change the IEP Process?” Look at the IEP Forms on the CD that came with your textbook. Use these forms to create a sample IEP that will be used during your discussion with a peer in the Learning Community and email.

Required components of all IEPs

1) Statement of child's present levels of educational performance
2) Statement of measurable annual goals, including benchmarks, short-term objectives
3) Statement of services and program modifications or support to be provided
4) Explanation of extent to which child will not participate with non-disabled children
5) Statements related to participation in assessment of student achievement
6) Projected date for and details about services and modifications
7) Statement about how progress will be measured and how parents will be informed
8) Beginning at age 14, statements about transition services

Choose two of the above areas and discuss with a peer. Post to the Learning Community under “IEP Components” the content of your discussion.

How to use the CD: Put the “Developing Effective IEP’s” into your computer and click on the “Files” folder. Open the first website on the page. On the left side of this page you will see a menu

Week #3

Assessment Concepts
Subject Description: Candidates will understand the process of administering and interpreting the basics of assessments and evaluations.

Competency 631.2.1: Psychoeducational Testing Practices and Procedures
The Candidates is capable of executing the administration and interpreting of a variety of formal, (standardization) and informal assessments, and achievement tests (according to research design, reliability, and validity), used in the evaluation procedures for children with a variety of disabling conditions.

After completing this week’s activities, candidates will be able to:

- Describe the application of the concepts of types of reliability and validity
- Define reliability and validity.

Practical Measurement Concepts
Instruction Text: Candidates will use the following text when studying this topic-
**Required Reading for this week**

- Read Chapter 4 in *Practical Measurement Concepts* pages 64-76.
- Read Chapter 4 page 76 to end of chapter in Reliability.
- Access Sopris West “*Collaboration & Instructional Planning in the IEP Process*”
  [http://www.teachspecialed.com](http://www.teachspecialed.com) (Enroll through your AAP)

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**Practical Measurement Concepts**

Review the definition of statistics. Create flashcards and other study strategies to help remember the different terms associated with distributions, measures of central tendency, measures of variability and standard deviation. Use the illustrations of test distributions to aid in understanding scores and gaining meaning of the use of test scores. The charts and graphs will assist in the visualization of test scores and associated terms used for different types of distributions. Comprehensive checks and tables will lend to an understanding of the validity & reliability. Utilize “focus points” and sample reports to assist in writing reports. Chapter review and essay questions will aid in checking comprehension of content. Make note of the “Diversity Feature” in each chapter.

**Basic Concepts of Measurement.**

Focus on the basic concepts of measurement, and key measurement concepts of basic statistics to understand the effectiveness of tests and evaluation procedures. Attend to criterion- and norm-referenced measurements, their uses, advantages, and disadvantages. Note how the validity and reliability of tests relate to a test’s effectiveness as well as how the use of practical measurement concepts can aid in selecting and evaluating assessments. Attend to the interpretation of standard scores, intelligence quotients and letter grades and procedures for reporting results of assessments.

**Selecting and Using Assessment Instruments**

Explain the decision making model for selecting the appropriate assessment/evaluation instrument for specific students. Practice explaining this in plain language, as if you were explaining it to the student or to a parent.

**Culturally Diverse Tests**

Locate 5 different tests that can be used for students who are culturally diverse, have limited English, or are non verbal. Copy the Assessment instrument review form on page 119 and fill it out for the assessments you have located.

**Preparing for Assessment**

Make a list of the steps needed to prepare for evaluation or assessment, create in your mind
the ideal testing environment for your students. After you have created this image in your mind, think of the many ways in which this image can be altered, not enough space, too much noise, not always available, too hot, too cold, etc. Determine how you might handle these types of situations if they arise just as you begin to assess a student.

**Report Writing**
Read the section on report writing. Practice writing a report on a student you have assessed recently. If you have not assessed one, or do not have access to this, use the reports in the Developing Effective IEPs CD.

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**Week #4**

**Understanding Reliability and Validity**
Reliability and validity are central to an understanding of assessment. During this week’s studies you will also address fairness in testing and assessment. Fairness in assessment indicates that assessment methods are equitable, free of bias, adapted for students with disabilities, sensitive to diverse groups, and considerate of contemporary views of growth and development, aptitude, cognition, learning, behavior, and personality.

Candidates will understand the need for equitable assessments as well as the adaptation for student differences. An understanding of current views on growth and development, behaviors and personality will be achieved.

**Competency 631.2.1: Psychoeducational Testing Practices and Procedures**
The Candidate is capable of executing the administration and interpreting of a variety of formal, (standardization) and informal assessments, and achievement tests (according to research design, reliability, and validity), used in the evaluation procedures for children with a variety of disabling conditions.

After completing this week’s activities, candidates will be able to:

- Identify the basic concepts of measurement
- Outline key measurement concepts of basic statistics
- Understand the effectiveness of tests and evaluation procedures

**Required Reading for this week**

- Read Chapter 3 in “Assessment of Children and Youth with Special Needs”

**Types of Validity**

**Instruction Text:** Candidates will use the following text as you study this topic; Cohen, Libby. G., Spenciner, Loraine, J., *Assessment of Children and Youth with Special Needs, 3rd Ed* 2007Pearson/Allyn Bacon
Validity and Reliability of Tests
Read Chapter 3 in Assessment of Children and Youth with Special Needs. Note how the validity and reliability of tests relate to a test’s effectiveness as well as how the use of practical measurement concepts can aid in selecting and evaluating assessments.

Measurement and Effectiveness of Evaluation Procedures
Referring to your reading, focus on the basic concepts of measurement and key measurement concepts of basic statistics to understand the effectiveness of tests and evaluation procedures. Discuss these concepts with a peer. Attend to criterion- and norm-referenced measurements, their uses, advantages, and disadvantages. Look for illustrations of test distributions to aid in understanding test scores that you have been exposed to in your past visits to classrooms or have seen in videos. Post to the discussion related to the purpose and the behaviors measured by intelligence tests in the Learning Community.

Week #5
Assessment Across the Disciplines Part I
These components of the candidates’ work at WGU this week are designed to help you gain understanding of the process of development of knowledge and the processes associated with intelligence testing.

Background Information: This week candidates will focus on general considerations when assessing intelligence and developmental issues. They will review types of behavior measured by intelligence tests and how these tests apply to decision making.

Competency 631.2.1: Psychoeducational Testing and Procedures
The Candidate is capable of executing the administration and interpreting of a variety of formal, (standardization) and informal assessments, and achievement tests (according to research design, reliability, and validity), used in the evaluation procedures for children with a variety of disabling conditions.

After completing this week’s activities, candidates will be able to:

- Administer and interpret formal and informal assessments
- Address considerations focused on when assessing intelligence

Practical Measurement Concepts

Instruction Text: Candidates will use the following text as you study this topic: Venn, John, J.
Required Reading for this week

- Read Chapter 7, Assessing Intelligence

Issues in Assessing Intelligence

Work toward developing knowledge of content and the processes associated with intelligence testing. Acquire an understanding of the various intelligence tests, Use tables and charts to help keep track of the different tests and terms.

Controversies in Assessing Intelligence

As you do your reading, identify controversies that have historically or are currently be raised regarding intelligence testing. To help yourself keep these straight, go back the timeline you created in week 1 and see if you can identify where and why the tests were developed.

Intelligence Test Guidelines

Use the intelligence test guidelines for teachers, and note “Focus Points,” interpretations of various tests, test reviews, and summary forms of various tests. Make note of comprehension checks, Computer Administered Intelligence Testing and “Diversity Features.” Consider procedures for assessing students from culturally and linguistically diverse backgrounds, and increasingly important topic due to the growing numbers of bilingual children in school and society. Pay attention to the requirements for administering intelligence tests.

Week #6

Assessment Across the Disciplines Part II

These components of your work at WGU this week are designed to help you gain understanding of the process of development of knowledge and the processes associated with intelligence testing. This week candidates will focus on general considerations when assessing intelligence and developmental issues. They will review types of behavior measured by intelligence tests and how these tests apply to decision making.

Competency 631.2.1: Psychoeducational Testing and Procedures

The Candidate is capable of executing the administration and interpreting of a variety of formal, (standardization) and informal assessments, and achievement tests (according to research design, reliability, and validity), used in the evaluation procedures for children with a variety of disabling conditions.

After completing this week’s activities, candidates will be able to:

- Administer and interpret a variety of formal and informal assessments
- Address the needs of a variety of children with disabling conditions
Developmental Assessments

Instruction Text: Candidates will use the following text as you study this topic: Venn, John, J., Assessing Students with Special Needs, 2004, 4th ed., 2006. Merrill/Prentice Hall.

Required Reading for this week

- Read Chapter 8 in “Assessing Students with Special Needs”

Developmental Assessment

Developmental assessments consist of those tests that measure performance of young children, traditionally birth to 6 years old. These tests look for normal delays in several areas of development. Investigate the four types of developmental assessment instruments: screening tests, diagnostic scales, readiness rests, and specialized measures.

Components of a Thorough Assessment

Read the table on page 208 and create a list of reasons for the kinds of information each of these areas in Case Histories could give an examiner. Continue reviewing the tables on 208 to become familiar with common developmental assessments in use today. Pay attention to the purpose and the “descriptions” of each.

Week #7

Assessing Academic Achievement and Behavior

Work completed this week will enable candidates to administer and interpret a variety of assessments. The candidate will understand how to execute the administration and confidently interpret a variety of assessments.

Competency 631.2.1: Psychoeducational Testing and Procedures

The Candidate is capable of executing the administration and interpreting of a selection of formal, (standardization) and informal assessments, and achievement tests (according to research design, reliability, and validity), used in the evaluation procedures for children with a variety of disabling conditions.

After completing this week’s activities, candidates will be able to:

- Administer and interpret a variety of formal and informal assessments
- Address the needs of a variety of children with disabling conditions

Academic Achievement

Instruction Text: Candidates will use the following text as you study this topic: Venn, John, J., Assessing Students with Special Needs, 2006, 4th ed., Merrill/Prentice Hall.
Required Reading for this week

- Read Chapter 14 and 18 in “Assessing Students with Special Needs”

Academic Assessment
Focus on the definition of achievement assessment and the types of behaviors measured by achievement tests, the use of achievement tests and measures to meet student needs. Concentrate on current issues surrounding the assessment of achievement. Make note of curriculum-based procedures and norm-referenced tests, the purpose and use of the assessment, the administration and scoring procedures, and the technical characteristics. Make note of how to conduct curriculum-based assessment using group achievement tests and using individual and multiple-skill achievement tests.

Assessment Instruments and Procedures
Identify the purpose, administration, scoring, and interpretation of each instrument or procedures, and address the diagnostic uses, educational implications, and practical applications of each assessment.

Curriculum-based Assessment
Practice using miscue analysis, cloze procedures and running records to evaluate reading performance. Simulate construction of teacher-made informal reading inventories. Use focus points, technology focus and samples of procedures to assist in understanding various evaluations. Use test review boxes, comprehension checks, chapter review and essay questions to ascertain mastery of content. Examine the procedures for planning, building, and using portfolios in ways that ensure reliable appraisal of student performance. Examine specific portfolio assessment process, scoring systems, reporting procedures and conferences.

Week #8

Subject Title: Assessment and IEP Process
Components of this week’s work will give candidates a clear understanding of effective development and implementations of IEPs. Candidates will understand how to interpret assessments and create an appropriate IEP accommodating the needs of individual students.

Competency 631.2.2: IEP Development & Implementation
The Candidate relates the various issues of assessment (e.g. cultural and linguistic bias, political, social and psychological factor) to the presentation and the data analysis for instructional planning, conference and decision-making and in determining assessment data required in the development of an IEP. In this process, the graduate utilizes federal and state policies, statutes and regulations, in developing; managing and implementing Educational Programs based on individual students needs.

After completing this week’s activities, candidates will be able to:
• Identify the various issues of assessment related to Special Education
• Discuss federal and state policies, statues and regulations related to Special Education

Understanding the IEP


**Required Reading for this week**

- Read chapter(s) 16, 17 & 19 in the Cohen book *Assessment of Children and Youth*.

**Terminology and Definitions Used in Program Evaluation**
Focus on key terms and definitions of “program evaluation,” working with diverse family groups, and youth in transition.

**Students with Disabilities within District/State Assessment Systems**
Using chapters read for this section, focus on information about including students with disabilities in district and state assessment systems, and making this inclusion meaningful for the system and for the student.

**Developing Effective Individualized Education Programs**

1. Why is it important to have students with disabilities included in the accountability system?
2. List 5 ways in which assessment accommodations can be made for students.
3. Why is it important to allow assessment accommodations for students with disabilities?
4. What are the general guidelines for making good accommodations decisions?
5. Why are alternative assessments needed for a small percentage of students with disabilities?
6. Why limited English proficiency must now be considered in the making of decisions about participation in and accommodations of statewide assessments?
7. How to use district and state data to make decisions about programs of instruction
8. How to identify other data to use to make better decisions, and how to review best practices in accountability and reporting?

9. What IEP members should know about assessment and accommodation decisions?

10. What are the roles of general and special education educators in determining accommodations?

11. What are some effective ways to engage parents/guardians and other participants in the decision-making processes for participation and accommodation in assessment.

Week #9

Assessment and IEP Process Part II
Components of this week’s work will give candidates a clear understanding of effective development and implementations of IEPs. Candidates will understand how to interpret assessments and create an appropriate IEP accommodating the needs of individual students.

Competency 631.2.2: IEP Development & Implementation
Candidate relates the various issues of assessment (e.g. cultural and linguistic bias, political, social and psychological factor) to the presentation and the data analysis for instructional planning, conference and decision-making and in determining assessment data required in the development of an IEP. In this process, the graduate utilizes federal and state policies, statutes and regulations, in developing; managing and implementing Educational Programs based on individual students needs.

After completing this week’s activities, candidates will be able to:

- Identify the various issues of assessment related to Special Education
- Discuss federal and state policies, statues and regulations related to Special Education

Understanding the IEP


Required Reading for this week

- Read Chapters 2-9 in “Assessment of Children and Youth with Special Needs”
- Read Chapter 11 in “Developing Effective Individualized Education Programs: A Case Based Tutorial”
- **Observing IEPs.** Utilize research-based practices, CEC standards, and glossary to assist in understanding effective development and implementation of IEPs. Observe videos of an IEP meeting to understand how students with exception learning needs are served. Utilize the Interactive step-by-step” CD to identify meaningful and measurable goals and objectives for children with exceptional learning needs. “Interactive Quizzes” should be utilized as well.

- **Student levels of Performance Leading to IEP Development**
  Utilize “tutorials” to pinpoint students’ present levels of performance, which will lead you to understanding how to create IEPs for different students, who vary in age and abilities.

- **Reflection and Self-Assessment**
  Participate in “reflection activities” with a peer and respond in the Learning Community to open-ended, reflective assessments on the IEP process.

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### Week # 10

**Policies and Procedures in Special Education Assessment**
Components of this week’s work will give candidates background in legal provisional and ethical principles regarding assessment of individuals. Candidates will understand regulatory policies/laws set forth in IDEA related to mandated requirements for assessment process.

**Competency 631.2.3: Policies and Procedures**
The Candidates utilizes state statutes, policies and procedures, and the federal regulations of IDEA in professional and ethical practices, and can apply theoretical constructs to special education in tracing the students with disabilities from referral through post secondary and community-based options including screening, transition and record maintenance.

After completing this week’s activities, candidates will be able to:

- Identify the various issues of assessment related to Special Education
- Discuss federal and state policies, statues and regulations related to Special Education

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**Legal Provisions and ethical principles**

**Instruction Text:** Candidates will use the following text as you study this topic: Cohen, Libby, G., Spenciner, Loraine J., *Assessment of Children and Youth with Special Needs, 3rd ed., 2007*, Pearson/Allyn & Bacon.

- **Required Reading for this week**
  - Read chapters 1, 5 & 7 Assessment of Children and Youth with Special Needs"

- **Complying with mandates of ESEA & IDEA**
Focus on key terms at the beginning of chapter, and resources that provide updated information. Attend to IDEA and other public laws which include mandated requirements relating to assessment process that teachers must know and understand. Use chapter objectives to guide your studies.

Effects of Federal Laws on Assessment Practices
After reading chapters 1, 5, & 7 address the federal laws and their profound effects on assessment practices and the education of students with disabilities. Follow up on the links to professional standards located in the margins of each chapter. Use chapter objectives to guide your studies.

Week # 11

Counseling and Collaboration
Components of this week’s work will give candidates exposure to creating a rapport with the parents of students with whom they work. Creating a collaboration of school based team and home is explored. Work in this area will help the candidate to establish rapport with families of disabled students as well as include them in the development of IEPs.

Competency6312.4: Counseling & Collaboration
The Candidate is able to establish partnerships with other members of the school and the community, promotes positive school-home relationships and encourages families’ involvement in their children’s education by correctly using the terminology that enables one to communicate/collaborate and counsel with parents; other regular and special education teachers; school administrators, and special service personnel such as physical, occupational, communication and speech therapists; and the students themselves.

After completing this week’s activities, candidates will be able to:

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Required Reading for this week

• Read Chapters 17 &18 in “Assessment of Children and Youth with Special Needs”

• Read Chapters 2-9 in “Families and Children with Special Needs”

Role of families in Assessments and IEP Development
Focus on how to define the term family and identifying the important issues in being responsive
to family diversity. The role of families in the assessment process as outline by federal law, and the extent to which families wish to be involved in their child’s assessment process and the development of the IEP, as well as the preferred methods of home and school communication. Focus on the rights of parents and guardians according to IDEA, and planning parent conferences. Explain the considerations involved in assessing young children, and identify and describe how to select appropriate screening and developmental assessment approaches.

**Establishing Family Partnerships**
Read researched-based practices and “issues” to consider in responding to families, especially diverse families. Develop a strong foundation for understanding families and ways to develop strong parent-professional partnerships to facilitate the education of children with special needs. Candidates will use “snapshot” and “how it works sections,” as well as "eligibility questions and decisions" in the pursuit to gain depth in understanding how to effectively work with parents.

**Conclusion**

Congratulations on completing the Course of Study for the Praxis 542 in Special Education at Western Governors University! As you progress through your program, remember the information you have acquired here and how it can be applied to your other WGU assessments, as well as your personal and professional life. You have completed a broad range of topics while completing this course of study. You have spent time remembering how assessment is important to the Special Education process. Thank you for the effort you have devoted to the learning of important aspect of not only assessment but the other components of a Special Education program such as IEP development and evaluation. Reflect on how to use assessment as a guide when developing lesson plans.

**The Next Steps: Final Preparation and Assessment**

These last activities will guide you through the final steps leading up to your taking of the 0352 Praxis Assessment.

**Review of Concepts**

- Pick a question from activity in each topic. Try to answer these questions without your Study Journal. Any questions you can’t answer on your own signify an area you need to focus more closely on.
- Read through each competency statement (found just after the introduction on this Course of Study). Write a brief summary of the content each statement asks you to know. Review these with your mentor, another candidate through the learning community.
- Another way to check your understanding is to start with blank paper and write down your understanding of the topic. Pretend you are going to discuss this topic with another Special Education teacher. You can also post your understanding in the community for review.
Feedback
If you wish to provide feedback on this course of study, please contact Sara Cloutier at scloutier@wgu.edu.