University of North Texas College of Education  
Programs in Special Education  
CAEP Accredited

EDSP 4320.001: Educational Assessment of Exceptional Learners  
T/Th 9:30am-10:50am BLB 073  
Spring 2018

Dr. Pamela Peak  
Matthews Hall, 322H  
(940) 565-4192  
email through Canvas  
Office Hours: Tuesdays 11:00am-3:30pm and Thursdays 11:00am-12:30pm

Succeed at UNT: UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, go [http://success.unt.edu/](http://success.unt.edu/).

Academic Dishonesty: Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam and an Admissions, Retention, & Review form will be completed and submitted to the College of Education. Additionally, the incident will be reported to the Dean of Students, who December impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Acceptable Student Behavior: Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor December refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [http://deanofstudents.unt.edu](http://deanofstudents.unt.edu).

Access to Information – Eagle Connect: Your access point for business and academic services at UNT occurs at [http://www.my.unt.edu](http://www.my.unt.edu). All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: [http://eagleconnect.unt.edu](http://eagleconnect.unt.edu/)

ADA Statement: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability
Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You December request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://disability.unt.edu. You December also contact them by phone at (940) 565-4323.

**Emergency Notification & Procedures:** UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at http://www.my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Retention of Student Records:** Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: http://essc.unt.edu/registrar/ferpa.html

**Student Perceptions of Teaching (SPOT):** Student feedback is important and an essential part of participation in this course. The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available online toward the end of the semester to provide you with an opportunity to evaluate how this course is taught.

**Tk20:** This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Several days are required to purchase and set-up Tk20, therefore, purchasing early is recommended in order to submit assignments in a timely fashion. Key assignments must be uploaded into the Tk20 system for instructors to assess. Please go to the following link for directions on how to purchase Tk20. Announcements regarding Tk20 will also be posted on this website: http://www.coe.unt.edu/tk20. Contact Alyssa Strong at Alyssa.Strong@unt.edu 940-369-5157 regarding any difficulties with Tk20.

This course does require the assessment key assessment to be uploaded and graded in the UNT TK20 Assessment System. Furthermore, students who continue on as special education majors will include the assessment as part of their program portfolio. This portfolio also will be uploaded into the TK20 assessment system in an upcoming course. You will be responsible for submitting the assessment to the TK20 system. If you cannot find this assessment to include in your program portfolio in upcoming semesters, you will be recreating the entire project….please be diligent and organized at keeping all course projects.
1.0 Course Description

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

2.0 Competency Goal Statements

The competencies for this course are taken from What Every Special Educator Must Know: Professional Ethics and Standards (7th edition) of the Council for Exceptional Children (CEC), and the TExES competencies for Generic Special Education. The Handbook for Special Education Preparation lists TExES competencies gained through this and other courses in the generic sequence.

Initial Preparation Standard 4: Assessment

K= Knowledge  S=Skills
Initial Common Specialty Items (ICSI).4.K1 Basic terminology used in assessment
ICSI 4.K2 Legal provisions and ethical practices regarding assessment of individuals
ICSI 4.K3 Screening, prereferral, referral, and classification procedures
ICSI 4.K4 Use and limitations of assessment instruments.
ICSI.4.S1 Gather relevant background information
ICSI 4.S2 Administer nonbiased formal and informal assessments
ICSI 4.S4 Develop or modify individualized assessment strategies
ICSI 4.S5 Interpret information from formal and informal assessments
ICSI 4.S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds.
ICSI 4.S7 Report assessment results to all stakeholders using effective communication skills
ICSI.4.S8 Evaluate instruction and monitor progress of individuals with exceptionalities
ICSI 4.S9 Create and maintain records

Initial Preparation Standard 5: Instructional Planning and Strategies

ICSI 5.S21 Modify instructional practices in response to ongoing assessment data

Initial Preparation Standard 6: Professional Learning and Ethical Practice

ICSI.6.K5 Issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds.
ICSI.6.K6 Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.

3.0 Required Readings:

Cohen, L. G. & Spenciner, L. J. (2014). Assessment of children and youth with special needs (5th ed.).


Additional readings and handouts will be available through Canvas. In addition to the textbook, students are responsible for all materials handed out in class and all materials assigned through Canvas.

4.0 Course Expectations

4.1 Demonstrate professionalism
Students show professionalism when they: (a) attend all classes on time and remain in class for the duration; (b) are prepared for and attend to class discussions; (c) are flexible to schedule changes; (d) respect the opinion and rights of others, (e) keep cell phones and laptops in put completely out of site, and (f) wait to pack up until dismissed.

Assignments will be submitted electronically to Canvas Learn via assignment dropboxes. This requires working around scheduled maintenance and any technology problems. For the assessment report, only four attachments are permitted and allowing much time to scan and submit 50+ pages is necessary (merge pages into multipage files). Assignments are due at end of day, and the time key on Canvas will be used as the time stamp. No assignment will be accepted more than two days after the due date. Ten percent will be deducted for each day the assignment is late. The Assessment Report must demonstrate proficiency or better on the evaluation rubric found in Tk20. Regardless of course grade, failure to earn proficiency or better on this assignment will result in course failure. Failure to submit assignment to Tk20 ensures lack of proficiency and course failure.

Students enrolled in EDSP 4320 are expected to attend class regularly and punctually. Class attendance will be considered in the overall evaluation for the course. Attendance will be measured by signing in and class participation. Students are allowed two absences to use for illness, personal business, family affairs and such. Any other absence is considered unexcused. One point will be added to the total points if no classes are missed. A half point will be added to the total points if one class is missed. However, after two absences, your course grade will be affected. One half point will be deducted from the total points for each day absent after the two allowed absences. In other words, should your total points for this class equal 91 (an A average) with 5 absences, you would have 1.5 points deducted from the total points earned. With 89.5 points, you would receive a B for this course. Students will sign in each class day. You are responsible for signing in. Forgetting to do so will result in a class absence. Any student arriving fifteen or more minutes late to class will be considered absent for that class period. Using cell phones and laptops during class (i.e., texting, searching Internet) will result in an absence. In addition, students are responsible for the class content, notes and handouts from all classes. Dr. Peak will not keep handouts, etc. therefore, pairing up with a classmate is recommended.

Students will be completing projects at North Texas Collegiate Academy (NTCA). Following the UNT Candidate and Mentor Teacher Responsibilities is expected. This includes following the professional and ethical behaviors outlined by the Council for Exceptional Children, University of North Texas, and North Texas Collegiate Academy (NTCA).

4.2 Exams

Five exams will be given during the course. Exams will consist of true-false, matching and multiple choice questions as well as short answer and essay questions based on the textbook and other readings, class lectures and discussions and assessment instruments. The highest four exams will be used in calculating course averages.

4.3 Assessment Report

Students are required to complete one assessment report by testing a student at the North Texas Collegiate Academy (NTCA). A higher academic student is recommended for this project. Parent permission is required of this project. When administering the assessments, examinees must administer all subtests within the battery. Protocols will be graded for calculating raw scores, standard scores, percentiles, confidence intervals, basals, ceilings, and chronological ages correctly; documenting behavioral observations; noting correct and incorrect answers; and general standardization assessment procedures. One student must be used for all four assessments. The Slossen, Key Math-R, Woodcock Reading Mastery Tests – Revised and
Scales of Independent Behavior - Revised will be administered. The entire project must be legible, so scanning documents and/or using CamScanner must ensure all are readable of all content including the sides and bottoms of pages. What is submitted to the Canvas assignment dropbox will be graded; unreadable, upside-down, out of sequence or missing pages will be graded accordingly.

Students will write one assessment report based on the assessments administered. Reports should integrate information from the parent form, behavioral observations, and test data and interpretations. Students will follow the sample report located on our course homepage. Use proper spelling, grammar and sentence structure. Much more information will be discussed during class. Specific lectures are scheduled focusing on effective assessment practices, administration of these assessments and report writing. Make sure to reference the course schedule, sample report and proficiency rubric in Tk20. The Assessment Report must demonstrate proficiency or better on the evaluation rubric found in Tk20. Regardless of course grade, failure to earn proficiency or better on this assignment will result in course failure. Failure to submit assignment to Tk20 ensures lack of proficiency and course failure.

### 4.4 Response to Intervention Project

Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Student’s progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. Curriculum-Based Measurement (CBM) is a method teachers use to find out how students are progressing in basic academic areas such as math, reading, writing, and spelling. CBM can be helpful to parents because it provides current, week-by-week information on the progress their children are making. When a child's teacher uses CBM, he or she finds out how well each child is progressing in learning the content for the academic year.

Work through the following two modules. The information will be used for class discussions and activities as well as the RTI project.

*Classroom Assessment (Part 2): Evaluating Reading Progress*

*RTI: Mathematics*

CBM also monitors the success of the instruction each child is receiving – if a child's performance is not meeting expectations, the teacher then changes the way of teaching in order to find the type and amount of instruction the child needs to make sufficient progress toward meeting academic goals. After ongoing instruction and when CBM is used, each child is tested briefly each week. The tests generally last from 1 to 5 minutes. For example, in reading, the child should be asked to read aloud for one minute. Each child's scores are recorded on a graph and compared to the expected performance on the content for that year. The graph allows for a quick visual representation of how a child's performance compares to expectations.
For this RTI project, you will sign in and out of the office every time according to NTCA procedures. If there is no sign in page or the office staff has stepped away, wait until you are greeted and a sign in/out page is provided. Your project will be matched with these sign in/out pages and must match up precisely. A NTCA student will be assigned to you, and in collaboration with your mentor teacher at NTCA, you will create a semester schedule outlining a minimum of ten (10) literacy sessions times and ten (10) hours of literacy instruction over a six week period. In discussion with your mentor teacher, choose an unlearned, difficult, complex, or struggling literacy skill (not reading fluency). Create and administer three short assessments that will be used to document the baseline data. Students should perform poorly on these short assessments, so you will be able to create a long-term goal and a minimum of 10 lessons to teach the literacy skill and assess progress over the literacy sessions (ten hours of literacy instruction). Plot these three data points and draw a trend line with these points.

Communicate with our mentor teacher about every literacy session. Leave a short note, etc. to ensure he/she knows what you covered and how the student performed.

Now, you are ready to use the baseline data and write a long-term goal (spanning 10 hours of literacy instruction) and the first short-term objective (spanning the first one hour of literacy instruction). These must be written in four-part format and color-coded. As you think about individual lessons, plan lessons with a variety of activities and ending with a short assessment, the CBM. Each short assessment, session CBM, should follow the same format as the baseline data. Add results to the baseline graph. Evaluate the performance of these assessments and determine if instruction should remain the same or be altered. A change in instruction is called for if the student's rate of learning progress is lower than is needed to meet the goal. Changing instruction can occur in any of several ways. For example, you might increase instructional time or change a teaching technique or way of presenting the material. After the change, the weekly scores on the graph should visually represent whether the change is helping the student. If it is not, then try another change in instruction, and its success will be tracked through the weekly measurements. The three checkpoints and final RTI project submission will be reviewed for project grade.

This RTI Project will be comprised of four parts and four grades:

- **PART I**: Submit the journal with the following sections completed: Cover Page, Meet & Greet, Semester Schedule, Introduction of Student/Classroom; Baseline Data; LRG, STO; graph with labels, map key, CBM data and trend line, and intervention line; first CBM; and time log with signatures. The three CBMs administered must be graphed as baseline data. Include in Session 1, the LRG and STO - color code the four parts of both the long-range goal and short-term objective (timeframe in black; context/condition in red; learner and target behavior in green; criterion in blue). Also, develop and include the blank CBM to be used at the end of Session 1. Include this
CBM as an artifact. Remember, these CBMs must be the same as the baseline data. You CANNOT have students read as many words as possible in 60 seconds for the CBMs and determine the correct word to go in the blank for five questions for the session CBMs. These are not comparable, and you will be unable to graph the data accurately. So, if you are measuring reading comprehension and have the student read a passage and answer five questions, for EACH session you must have the student read a passage and answer five questions. Similarly, if you are practicing decoding skills and have the student read as many CVC words possible in one minute, for EACH session you must have the student read as many CVC words possible in one minute. You must have approval both LRG and STO BEFORE completing session one. Submit time log with mentor’s signatures. See evaluation rubric in assignment dropbox.

☐ PART II: Submit the journal with all of PART I and Sessions 1 – 4 fully completed. Ensure the graph is updated with data from these four sessions. Submit time log with mentor’s signatures. See evaluation rubric in assignment dropbox.

☐ PART III: Submit the journal with all of PART I and II and Sessions 5-8 fully completed. Ensure the graph is updated with data from these four sessions. Submit time log with mentor’s signatures. See evaluation rubric in assignment dropbox.

☐ PART IV: Submit the journal with all of PART I - III and Sessions 9-10 fully completed. Ensure the graph is updated with data from these two sessions and second trend line is included. Complete the overall reflection. Submit time log with mentor’s signatures. Submit the signed project paragraphs. See evaluation rubric in assignment dropbox.

This RTI Project is a combination project between EDSP 4320 and EDSP 4330. See project template and further directions on course homepage under “RTI Project.”

4.6 Grading

<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Exam 1</td>
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<tr>
<td>Exam 2</td>
<td>15 points each</td>
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<tr>
<td>Exam 3</td>
<td></td>
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<tr>
<td>Exam 4</td>
<td></td>
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<tr>
<td>Exam 5 (optional)</td>
<td></td>
</tr>
<tr>
<td>RTI Project (Part I)</td>
<td>5 points</td>
</tr>
<tr>
<td>RTI Project (Part II)</td>
<td>5 points</td>
</tr>
<tr>
<td>RTI Project (Part III)</td>
<td>5 points</td>
</tr>
<tr>
<td>RTI Project (Part IV)</td>
<td>5 points</td>
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<tr>
<td>Assessment Report</td>
<td>20 points</td>
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</tbody>
</table>

In addition to RTI Project and Assessment Report, the four highest exam grades will be used to calculate grades. Please note attendance requirement.

90-100 points = A
80-89.99 points = B
70-70.99 points = C
60-60.99 points = D
59.99 points and below = F
## EDSP 4320 Class Schedule
### Spring 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Chapters</th>
<th>Sample Project Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16</td>
<td>Introductions, Review of Syllabus and Course Expectations. Complete volunteer application for North Texas Collegiate Academy (NTCA) with driver’s license number.</td>
<td>Weeks 1-2 Contact teacher(s). Introduce yourself. Schedule date/time to meet. Meet teacher at agreed upon date during January 17-26 and develop semester calendar. Discuss assigned student, struggling literacy skill, long-range goal and short-term objectives.</td>
</tr>
<tr>
<td>January 18</td>
<td>Chapter 2: Response to Intervention and four-part objective writing</td>
<td>Week 3 (Jan. 31 100th School Day) RTI Project: Meet student and administer 3 CBMs for baseline data. These baseline CBMs should match CBMs administered at the end of each literacy session. Adjust LTG and STO, if needed. Confirm with mentor LTG and STO for Session 1.</td>
</tr>
<tr>
<td>January 23</td>
<td>Chapter 2: Response to Intervention and four-part objective writing</td>
<td>Week 4 (Feb. 9 – NTCA no school) RTI Project: Only if LTG and STO are approved and feedback/grade received for Part I, conduct 1st literacy session. Asmt Rpt: Read administration and scoring chapters of each assessment manual</td>
</tr>
<tr>
<td>January 25</td>
<td>Chapter 1: Understanding Assessment</td>
<td></td>
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<tr>
<td>January 30</td>
<td>Chapter 3: Assessment Framework</td>
<td></td>
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<tr>
<td>February 1</td>
<td>Chapter 6: Developing Technical Skills</td>
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</tr>
</tbody>
</table>
| February 6 | Chapter 6: Developing Technical Skills  
RTI Project (Part I) due  
*Approval of Part I must be earned prior to moving forward with completing Session 1. DO NOT move forward without feedback and approval of LTG and Session 1 STO.* |                                                                                                                                                        |
| February 8 | Field Day                                                                        |                                                                                                                                                        |
| February 13| Exam #1 (Chapters 1, 2, 3, and 6)  
Mandatory Test Check-Out  
MH 322H (11:00am-2:00pm)                                         | Week 5 (Feb. 14 Party 2:30-3:30)  
RTI Project: Conduct 2nd literacy session.  
Asmt Rpt: Continuing reading manuals; Introduce yourself to assessment project mentor and set assessment project schedule; Practice administrations and scoring of each assessment with “ghost” student, roommates, and more |
| February 15| Chapter 11: Reading and Administration of Woodcock Reading Mastery Tests (WRMT) |                                                                                                                                                        |
| February 20| Chapter 14: Mathematics and Administration of KeyMath (KM)                       |                                                                                                                                                        |
| February 22| Chapter 16: Cognitive Development, Administration of Slosson Intelligence Test (SIT) |                                                                                                                                                        |
| February 27| Chapter 9: Behavior and Administration of Scales of Independent Behavior (SIB) | Week 6  
RTI Project: Conduct 3rd literacy session.  
Asmt Rpt: Administer WRMT. Score at home. |
| March 1    | Exam #2 (Chapters 9, 11, 14 and 16 and assessments)  | Week 7 (March 2 National Read Across America Day)  
RTI Project: Conduct 4th literacy session. Update journal fully. Asmt Rpt: Administer SIT and SIB |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 6</td>
<td>Field Day</td>
<td>(interview informant). Score at home.</td>
</tr>
<tr>
<td></td>
<td>RTI Project (Part II) due</td>
<td><strong>Week 8</strong> RTI Project: Conduct 5&lt;sup&gt;th&lt;/sup&gt;-6&lt;sup&gt;th&lt;/sup&gt; literacy sessions</td>
</tr>
<tr>
<td></td>
<td><strong>Feedback of Part II is recommended prior to continuing with project and Session 5. This prevents double jeopardy with project deductions.</strong></td>
<td><strong>Asmt Rpt:</strong> Administer KeyMath. Score at home.</td>
</tr>
<tr>
<td>March 8</td>
<td>Chapter 7: Test Interpretation and Report Writing</td>
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<tr>
<td>March 13</td>
<td>Spring Break</td>
<td><strong>Week 9</strong> (NTCA spring break, too) RTI Project: Update project template fully. Incorporate feedback from Parts 1-2</td>
</tr>
<tr>
<td>March 15</td>
<td>Spring Break</td>
<td><strong>Asmt Rpt:</strong> Write report including narrative of each assessment</td>
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<tr>
<td>March 20</td>
<td>Chapter 7: Test Interpretation and Report Writing</td>
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<tr>
<td>March 22</td>
<td>Chapter 8: Observing, Interviewing, and Conferencing</td>
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<tr>
<td>March 27</td>
<td>Field Day</td>
<td><strong>Week 10</strong> RTI Project: Conduct 7&lt;sup&gt;th&lt;/sup&gt; literacy session</td>
</tr>
<tr>
<td>March 29</td>
<td>Chapter 5: Reliability and Validity</td>
<td><strong>Asmt Rpt:</strong> Continue writing report</td>
</tr>
<tr>
<td></td>
<td>RTI Project (Part III) due</td>
<td><strong>Week 11</strong> (March 30 Weather Day) RTI Project: Student sick all week!! Update journal fully.</td>
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<td></td>
<td><strong>Feedback of Part III is recommended prior to continuing with project. This prevents double jeopardy with project deductions.</strong></td>
<td><strong>Asmt Rpt:</strong> Continue writing report</td>
</tr>
<tr>
<td>April 3</td>
<td>Chapter 5: Reliability and Validity</td>
<td><strong>Week 12</strong> (April 2 Weather Day) RTI Project: Conduct 8&lt;sup&gt;th&lt;/sup&gt; literacy session</td>
</tr>
<tr>
<td>April 5</td>
<td>Chapter 12 Written Language</td>
<td><strong>Asmt Rpt:</strong> Edit report. Read for parent friendly writing.</td>
</tr>
<tr>
<td>April 10</td>
<td>Exam #3 (Chapters 5, 7, 8, and 12 and assessments)</td>
<td><strong>Week 13</strong> (April 10-11 STAAR) RTI Project: Conduct 9&lt;sup&gt;th&lt;/sup&gt; literacy session.</td>
</tr>
<tr>
<td>April 12</td>
<td>Chapter 4: Involving Families</td>
<td><strong>Asmt Rpt:</strong> Ensure all pages/scans are fully visible and submit to dropbox. CAMScanner is effective. After received feedback/grade, update report and submit to Tk20. <strong>Regardless of course grade, failure to earn proficiency or better on the Tk20 evaluation rubric will result in course failure. Failure to submit assignment to Tk20 ensures lack of proficiency and course failure.</strong> Contact Alyssa Strong at <a href="mailto:Alyssa.Strong@unt.edu">Alyssa.Strong@unt.edu</a> 940-369-5157 regarding any difficulties with</td>
</tr>
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</table>
**April 17**  
Field Day

**April 19**  
Chapter 10: Achievement  
Assessment report due at midnight to Canvas assignment dropbox  
AND Tk20. You may choose to submit to Tk20 after receiving feedback allowing you to update possible errors. A second due date to submit to Tk20 will be included in assignment feedback. See course syllabus for instructions and clarification from class discussions.  
*Remember, assessment report must be scanned upright and submitted by midnight with scoring protocols, all forms (e.g., teacher interview-information form, student interview-information form, testing observations per assessment), practicum log with mentor’s initials, project paragraph with full signature, and written report. Assessment report must be organized in a professional manner. What is submitted to Canvas will be graded (no emails with attachments). A proficiency of 3 or better on the evaluation rubric located in Tk20 must be earned to warrant a passing grade in EDSP 4320. Failure to submit assignment to Tk20 ensures lack of proficiency and course failure.*

**April 24**  
Chapter 13: Oral Language  
Mandatory Test Check-In (MH 322H 11:00am-3:00pm)

**April 26**  
Chapter 15: Performance-Based, Authentic, and Portfolio Assessments  
RTI Project (Part IV) due  
*See course syllabus for instructions and clarification from class discussions. Entire RTI project must be organized in a professional manner with student introduction, discussion of pre-assessments, complete narratives for each session, appropriate graph with all components including trend line, practicum log with mentor teacher signatures, signed project paragraphs (for both projects), artifacts and supporting documents, etc. and submitted to Canvas assignment dropbox by midnight. No emails with attachments.*

**May 1**  
Exam #4 (Chapters 4, 10, 13 and 15 and assessments)

**May 3**  
Chapter 17: Young Children and Chapter 18: Youth in Transition

**May 10 (8:00am-10:30am)**  
Optional Exam #5 (Chapters 17-18 and assessments). *You must send email to Dr. Peak confirming this exam on or before Monday, May 7 at 5pm. Without confirming this exam, one will not be printed for you.*