

**SPED 130: ASSESSING STUDENTS WITH SPECIAL NEEDS**

<b>Semester SPRING 2020</b>	<b>Literacy, Early Childhood, Bilingual, and Special Education California State University, Fresno</b>
<b>SPED 130: Assessing Students with Special Needs</b>	<b>Instructor: Michael Mahoney, Ph.D.</b>
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**Vision:**

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

**Course Description:**

This course is designed to provide teacher candidates with knowledge and skills of formal and informal assessment that addresses special education students' strengths and needs, cultural, ethnic and language characteristics; as well as the environments used by the students and their families.

**Prerequisites for the course:**

EHD 50; and SPED 120.

**Required Readings:**

Waber, D. P. (2010). *Rethinking learning disabilities: Understanding children who struggle in school*. Guilford Press. ***This textbook is on counter reserve at Henry Madden Library***

Other readings and class notes will be provided through Canvas or at class meetings. You can download supplemental readings from Canvas.

**Course goals:**

It is the goal of this course to prepare Candidates in the administration and interpretation of formal assessments in the field of special education and the design of individual education plans to support students with academic and behavioral needs in educational placement settings.

**Student Learning Outcomes:**

After completing this assessment course, Candidates should: (1) understand and apply the principle of non-discriminatory testing in identifying and assessing students' needs, (2) administer a variety of formal and informal assessment measures (e.g., developmental, academic, social, communication, behavioral, vocational and community life skills, etc.), (3) communicate the results of an assortment of individualized assessments and evaluation approaches, and (4) use assessment data to develop IEP goals, objectives, adaptations and instructional plans.

**Primary Learning Outcomes:**

After completing this course, Candidates will:

Demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities covered under the authorization (M/M Standard 2).

Demonstrate the ability to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse (M/M Standard 2).

Demonstrate the ability to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of

students, and monitor students' progress. Plan for and participate in state-mandated accountability measures (M/M Standard 2).

Demonstrate the ability to assess their students' verbal and non-verbal communication abilities. Utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction and 5) develop communication methods to demonstrate student academic knowledge (M/S Standard 2).

Demonstrates the ability to utilize person-centered/family-centered planning and strengths based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives. The instructional plans are responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement (M/S Standard 4).

Demonstrate the ability to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. Be able to utilize assessment data from multiple sources to develop effective programs and guide instruction (M/S Standard 4).

Understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. Know about and can appropriately implement the state-adopted student assessment program (TPE 3).

Understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. Use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. Know when and how to use specialized assessments based on students' needs (TPE 3).

Know about and can appropriately use informal classroom assessments and analyze student work. Teach students how to use self-assessment strategies. Provide guidance and time for students to practice these strategies. Understand how to familiarize students with the format of standardized tests. Know how to appropriately administer standardized tests, including when to make accommodations for students with special needs (TPE 3).

Know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. Give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement (TPE 3).

Be able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Can clearly explain to families how to help students achieve the curriculum (TPE 3).

Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability (TPE 3).

Have knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization (Program Standard 5).

Understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services (Program Standard 5). Have the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities (Program Standard 5).

Use both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements (Program Standard 5).

*Note\* The faculty of the Kremen School of Education and Human Development foster the development of the following candidate professional dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.*

**Course requirements/assignments:**

<b>Session</b>	<b>Date</b>	<b>Topic</b>
<b>Session 1</b>	01/21	<p><b>Topic: Overview of Learning Disabilities &amp; Disabilities Education</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• The State of Learning Disabilities (2014) (in class)</li> <li>• Council for Exceptional Children Code of Ethics (in class)</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Class participant profile (introductions)</li> <li>• <b>In-class Activity:</b> Group jigsaw of reading (10 points)</li> </ul>
<b>Session 2</b>	01/28	<p><b>Topic: Evidence Based Practices (EBPs), Educational Policies, and the Law</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Chapter 1 of <i>Rethinking Learning Disabilities</i> (pg. 3 - 22)</li> </ul> <p><u>Optional</u></p> <ul style="list-style-type: none"> <li>• Slavin (2002) - Evidence Based Education Policies: Transforming Educational Practice and Research</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Group quiz (5 points)</li> <li>• <b>Case Study Part 1:</b> Identifying EBPs (5 points)</li> </ul>
<b>Session 3</b>	02/04	<p><b>Topic: Descriptive Statistics, Reliability, and Validity</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Chapter 2 of <i>Rethinking Learning Disabilities</i> (pg. 24 - 43)</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Group quiz (5 points)</li> <li>• <b>In-class Activity:</b> Reliability Measurement (5 points)</li> </ul>

Session	Date	Topic
Session 4	02/11	<p><b>Topic: Academic Assessments in Special Education: Part I</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Hosp, Hosp, &amp; Howell (2016) - The ABC's of CBM: Chapters and 1 &amp; 2 (pg. 1- 30)</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Group quiz (5 points)</li> <li>• <b>In-class Activity:</b> CBM Assessment (5 points)</li> </ul>
Session 5	02/18	<p><b>Topic: Academic Assessments in Special Education: Part II</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Chapter 3 of <i>Rethinking Learning Disabilities</i> (pg. 44 - 69)</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Group quiz (5 points)</li> <li>• <b>In-class Activity:</b> Assessing the Academic Needs of Individual Students (WJIII; 5points)</li> </ul>
Session 6	02/25	<p><b>Topic: Behavioral Assessments in Special Education</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Chapter 4 of <i>Rethinking Learning Disabilities</i> (pg. 70 - 85)</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>• Group quiz (5 points)</li> <li>• <b>In-class Activity:</b> Identifying Functional Behavioral Supports (5 points)</li> </ul>

Session	Date	Topic
Session 7	03/03	<p><b>Topic: The Individualized Education Plan (IEP) and Curriculum Modifications</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>Chapter 5 of <i>Rethinking Learning Disabilities</i> (pg. 86 - 104)</li> </ul> <p><u>Optional</u></p> <ul style="list-style-type: none"> <li>A Guide to the Individualized Education Plan - Office of Special Education and Rehabilitative Services (pg. 1 - 16)</li> <li>Lo (2012) - Demystifying the IEP Process for Diverse Parents of Children with Disabilities</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>Group quiz (5 points)</li> <li><b>In-class Activity:</b> IEP Development and Supports (5 points)</li> </ul>
Session 8	03/10	<p><b>Topic: Debating Educational Placements for Students with Specific Learning Needs</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>Barton (1997) Inclusive Education: Romantic, Subversive, or Realistic?</li> <li>Identify and read (bring notes to class) <u>2</u> peer reviewed articles within assigned debate team</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>Turn in <u>2</u> peer reviewed articles (5 points)</li> <li><b>In-class Activity:</b> Debate (5 points)</li> </ul>
Session 9	03/17	<p><b>Topic: Measures of Intelligence and Adaptive Behavior</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>Chapter 6 of <i>Rethinking Learning Disabilities</i> (pg. 105-120)</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>Group Quiz (5 points)</li> <li>Annotated bibliography assignment check-in</li> <li><b>In-class Activity:</b> Adaptive Behavior Assessment (5 points)</li> </ul>

Session	Date	Topic
Session 10	03/24	<p><b>Topic: Identifying Evidence-based Practices (EBPs) in Content Areas: Math, Reading, Writing &amp; Behavior Supports</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>Chapter 7 of <i>Rethinking Learning Disabilities</i> (pg. 123 - 146)</li> </ul> <p><u>Optional</u></p> <ul style="list-style-type: none"> <li>Cook &amp; Cook (2011) - Unraveling Evidence-Based Practices in Special Education</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>Group quiz (5 points)</li> <li><b>In-class Activity:</b> Case Study Part 2 - Developing the MTSS Team (5 points)</li> </ul>
Session 11	03/31	<ul style="list-style-type: none"> <li><b>Cesar Chavez Day (No Class)</b></li> </ul>
Session 12	04/07	<ul style="list-style-type: none"> <li><b>Spring Break (No Class)</b></li> </ul>
Session 13	04/14	<p><b>Topic: Implementation of EBPs in the Classroom: Math, Reading, Writing, and Social Skills</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>Chapter 8 of <i>Rethinking Learning Disabilities</i> (pg. 146 - 163)</li> </ul> <p><u>Optional</u></p> <ul style="list-style-type: none"> <li>Cook &amp; Odom (2013) - Evidence-Based Practices and Implementation Science in Special Education</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>Group quiz (5 points)</li> <li><b>In-class Activity:</b> Case Study Part 3 - Implementation of EBPs (5 points)</li> </ul>



Session	Date	Topic
Session 14	04/21	<p><b>Topic: Team-Based Decision Making &amp; Considerations for Transition</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>Chapter 9 of <i>Rethinking Learning Disabilities</i> (pg. 164 - 179)</li> </ul> <p><u>Optional</u></p> <ul style="list-style-type: none"> <li>Metcalf (2013) - What's your plan? Accurate decision making within a multi-tier system of supports</li> <li>Fuchs, Fuchs, and Compton (2012) - Smart RTI</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>Group quiz (5 points)</li> <li><b>In-class Activity:</b> Case Study Part 4 - Team-Based Data Collection (5 points)</li> </ul>
Session 15	04/28	<p><b>Topic: Inclusion and Special Education Reform</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>Chapter 10 of <i>Rethinking Learning Disabilities</i> (pg. 180 - 203)</li> </ul> <p><u>Optional</u></p> <ul style="list-style-type: none"> <li>Fuchs &amp; Fuchs (1994) Inclusive Schools Movement and Special Education Reform</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>Group quiz (5 points)</li> <li><b>In-class Activity:</b> Final Preparation for case study presentations (5 points)</li> </ul>
Session 16	05/05	<p><b>Topic: Bringing it All Together</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>Chapter 11 of <i>Rethinking Learning Disabilities</i> (pg. 204 - 217)</li> </ul> <p><u>Assignments</u></p> <ul style="list-style-type: none"> <li>Group quiz (5 points)</li> <li><b>In-class Activity:</b> Group Case Study presentations (5 points)</li> </ul>
Session 17	TBD	<p><b>DUE: Annotated bibliography (due) on learning disabilities (25 points)</b></p>

Session	Date	Topic
		<b>DUE: Final individual paper/case study (due) (25 points)</b>

## Attendance and Participation

### Attendance

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Much of the work of this course is done during class in a collaborative environment, because of this, attendance is of particular importance. To receive points for group quizzes and participation for the day, you must be in class **for the entire class session**. Every unexcused/ unauthorized absence, early departure, and/or tardy may result in a lower grade. Students who leave early will lose points on the classwork for that day. Students will be able to make up points for missed class assignments only in exceptional circumstances and only with prior permission from the instructor.

**A total of 2 excused absences/tardies/early departures are allowed in order to make up missing credit/points. Each additional absence will result in a lower grade. Students that miss more than 2 classes will receive a grade no higher than a B. Each additional absence/tardies/early departures will result in the lowering of grade (e.g., 4 absence/tardies/early departures will receive a grade no higher than C, etc.)**

Per University policies, excused/authorized absences/tardies/early departures will be allowed only under these conditions: (1) when a student has a serious and compelling medical condition that s/he can support with documentation, or (2) when a death or serious illness in the immediate family (i.e. parents, sibling, spouse, or child) prohibits student from attending class.

### ASSIGNMENTS

1. Students are expected to complete all assignments due before each scheduled class session.
2. Students are expected to complete assigned readings prior to each class session and to participate in class discussions and to collaborate with group members.
3. Assignments must be completed independently and individually and must be each student's own work.
4. Scoring guidelines will be provided for each assignment.
4. All assignments are to be uploaded and submitted to Canvas by 11:59pm on the date the assignment is due. **Late assignments must be submitted within one week of the due date in order to receive credit. For each day that an assignment is late, a total of 5 points will be**

**deducted per day.** Late assignments will receive, at maximum, the number of points equal to a grade no higher than a 'B' (i.e., up to 80% of points possible).

### **Assignments and Grading Breakdown**

75 Points - Participation and in-class assignments (5 points per class)

75 Points - Daily reading quizzes (5 points per class)

25 Points - Annotated bibliography on learning disabilities (Due 12/09/19 before final class)

25 Points - Final case study paper (Due 12/09/19 before final class)

### **Course Grading Scale**

Grading

- There is a total of 190 points available
- Grades are calculated by percentage (the total points received divided by the total points possible).
- Percentages: 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59%-0 = F

### **Professionalism and Technology**

You are encouraged to bring laptop computers to class sessions. Please refrain from using your technology for purposes not directly related to the class. Cell phones should remain silenced during class sessions and used only during scheduled breaks or for emergency calls.

### **Late work and make-up work policy.**

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Much of the work of this course is done during class in a collaborative environment, because of this, attendance is of particular importance. To receive points for group quizzes and participation for the day, you must be in class **for the entire class session**. Every unexcused/ unauthorized absence, early departure, and/or tardy may result in a lower grade. Students who leave early will lose points on the classwork for that day. Students will be able to make up points for missed class assignments only in exceptional circumstances and only with prior permission from the instructor. Per University policies, excused/authorized absences/tardies/early departures will be allowed only under these conditions: (1) when a student has a serious and compelling medical condition that s/he can support with documentation, or (2) when a death or serious illness in the immediate family (i.e. parents, sibling, spouse, or child) prohibits student from attending class.

**Plagiarism Detection:** The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student

may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. **Turnitin Originality Reports WILL NOT be available for your viewing.**

### **University Policies**

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

### **UNIVERSITY SERVICES**

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

**This syllabus and schedule are subject to change in the event of extenuating circumstances.**

### **Course References**

Barton, L. (1997). Inclusive education: romantic, subversive or realistic?. *International Journal of Inclusive Education*, 1(3), 231-242.

Comprehensive Assessment and Evaluation of Students with Learning Disabilities: A Paper Prepared by the National Joint Committee on Learning Disabilities. (2011). *Learning Disability Quarterly*, 34(1), 3-16.

Council for Exceptional Children: Special Education Professional Ethical Principles. (n.d.). Retrieved June 16, 2017, from <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>.

Cook, B. G., & Cook, S. C. (2013). Unraveling evidence-based practices in special education. *The Journal of Special Education*, 47(2), 71-82.

Cook, B. G., & Odom, S. L. (2013). Evidence-based practices and implementation science in special education. *Exceptional Children*, 79(2), 135-144.

Cortiella, C., & Horowitz, S. H. (2014). The state of learning disabilities: Facts, trends and emerging issues. *New York, NY: National Center for Learning Disabilities*.

Fuchs, D., & Fuchs, L. S. (1994). Inclusive schools movement and the radicalization of special education reform. *Exceptional children*, 60(4), 294-309.

Fuchs, D., Fuchs, L. S., & Compton, D. L. (2012). Smart RTI: A next-generation approach to multilevel prevention. *Exceptional Children*, 78(3), 263-279.

Hosp, M. K., Hosp, J. L., & Howell, K. W. (2016). *The ABCs of CBM: A practical guide*

*to curriculum-based measurement*. Guilford Publications.

Kupper, L. (2000). A Guide to the Individualized Education Program.

Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. *Teaching Exceptional Children*, 44(3), 14-20.

Metcalf, T. (2013). What's your plan? Accurate decision making within a multi-tier system of supports: Critical areas in tier 1. *RTI Action Network*.

Slavin, R. E. (2002). Evidence-based education policies: Transforming educational practice and research. *Educational Researcher*, 31(7), 15-21.

Waber, D. P. (2010). *Rethinking learning disabilities: Understanding children who struggle in school*. Guilford Press.

## Annotated Bibliography Assignment

Create an annotated bibliography of 10 peer-reviewed journal articles supporting learning disabilities. Report a minimum of one article for each of the following learning disabilities listed by the Learning Disabilities Association of America. Cite the article in APA format and in one to two paragraphs, describe what was being studied (i.e., the dependent variable), how the authors measured/studied learning (i.e., the independent variable), and the reported outcome of each study. Include a minimum of 10 of the following disability categories:

- Auditory Processing Disorder
- Dyscalculia
- Dysgraphia
- Dyslexia
- Language Processing Disorder
- Non-Verbal Learning Disabilities
- Visual Perceptual/Visual Motor Deficit
- Attention Deficit Disorder
- Executive Functioning
- Memory

### Annotated Bibliography Rubric

Criteria	Assessment		Points
A total of 10 articles included	Full Marks	No Marks	
	<i>10 Points</i>		
Each entry includes a complete description of the study, the dependent variable, the independent	Full Marks	No Marks	

Criteria	Assessment		Points
variable, and reported findings	<i>10 Points</i>		
All articles are cited using APA format	Full Marks  <i>5 Points</i>	No Marks	
	<b>Total Points:</b>		

### Example of Annotated Bibliography Entry

Hirsch, N., Myles, B. S. (1996). The use of a pica box in reducing pica behavior in a student with autism. *Focus on Autism and Other Developmental Disabilities*, 11(4), 222-225.

Hirsch and Myles (1996) studied the effects of a pica box on the behavior of pica in a 10-year-old girl with autism. Hirsch and Myles (1996) describe a pica box as a plastic box containing both "edible and non-edible items that are safe for the student to chew, mouth, and/or ingest" (Hirsch & Myles, 1996, pg. 224). Each item contained in the pica box was designed to resemble a preferential item that is safer to ingest (e.g., beef jerky, grape nuts, etc.). Teachers in this study used a single-case (ABAB) reversal design. During intervention, teachers showed the contents of the pica box to the participant at the beginning of each school day. The participant was encouraged to seek out the pica box in times of pica engaging behavior. Hirsch and Myles (1996) found the pica box to be an effective alternative to pica engagement. However, the authors note that the use of a pica box does not necessarily terminate pica behaviors.



## Case Study Assignment

Throughout the duration of this course, groups will work together to identify one evidence-based practice to support academic achievement and one evidence-based practice to support social skill development. Case studies will be divided into 4 sections: 1.) identification of evidence-based practices, 2.) collaboration and teaming, 3.) implementation of evidence-based practices, and 4.) data collection procedures. Case studies will be completed in groups, during class sessions. Groups will demonstrate the use of evidence-based practices during the final class session (session 16). In addition, each individual group member will submit a 1-2 page write up explaining the 2 selected evidence-based practices, the process for implementing each evidence-based practice, and how you/your group plan to collect data and monitor student progress in the classroom.

### Evidence-Based Practice Write-Up Rubric

Criteria	Assessment		Points
A total of 2 evidence-based practices identified (1 academic, 1 social skill development) (1.5 paragraphs)	Full Marks  <i>10 Points</i>	No Marks	
The process of implementing 2 evidence-based practices in the classroom are described clearly and in detail (1.5 paragraphs)	Full Marks  <i>10 Points</i>	No Marks	
A plan for data collection procedures are described clearly and in detail for 2 evidence-based	Full Marks	No Marks	

<b>Criteria</b>	<b>Assessment</b>		<b>Points</b>
practices (1.5 paragraphs)	<i>5 Points</i>		
	<b>Total Points:</b>		