

# Assessing Students with Disabilities EDSE 215

Fall 2025 Section 03 Hybrid 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/20/2025

## Contact Information

Instructor:	Dr. Sara Caniglia Schulte
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Office Hours	Wednesday on in person weeks from 5:45-6:45 OR <a href="https://calendar.app.google/x3Ax31otj6FGzMwFA">Online by appointment (https://calendar.app.google/x3Ax31otj6FGzMwFA)</a>

## Course Description and Requisites

Formal and non-formal evaluation methods to assess students with mild/moderate disabilities and extensive support needs, which include standardized and alternative assessment, RTI, IEP development, case studies, and a comprehensive understanding of evidenced-based practices in assessment.

Letter Graded

## Classroom Protocols

### Course Format: Technology Intensive, Hybrid Course

This course is technology-intensive and runs in a hybrid format. There will be face-to-face sessions as well as online modules.

Participants must have access to the internet, have mastered the use of CANVAS, and commit to using and checking their SJSU email regularly for updates. Participants who are unfamiliar with CANVAS and or unable to access their SJSU email are STRONGLY ENCOURAGED to seek assistance from tech support in Clark Hall ASAP.

All candidates are expected to conduct themselves professionally as members of this course. Preparation in this course reflects each candidate's ability to become a successful special educator. At a minimum, candidates are expected to adhere to the following:

1. Attend all classes.
2. Arrive to class on time and stay until the end of class.
3. **Take a break from social media and distracting technology during class.**
4. Use of computers during class to take notes, access course materials, and participate in class activities is strongly encouraged.
5. Respect others in class and show tolerance for viewpoints different than one's own.
6. Actively participate in class discussion and activities. Everyone's voice is valued, and we all have much to learn from each other.

## Program Information

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### LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

### LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\)\\_\(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

## Course Goals

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This course is intended to assist students to meet the competencies specified in the Mild/Moderate Standards and Extensive Support Needs (ESN) Specialty Teaching Performance Expectations (TPE) in assessment:

CTC Teacher Performance Expectations		
Mild/Moderate	Extensive Support Needs	Universals
1.1, 2.6, 2.9, 4.4, 4.7, 5.1, 5.4, 5.6, 6.2	1.1, 1.5, 1.6, 1.9, 4.2, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 6.1, 6.3	1.8, 4.1, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 5.8

## Course Learning Outcomes (CLOs)

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

1. Plan, conduct, and interpret a comprehensive assessment used for individuals with disabilities using various assessment instruments, adaptive behavior scales, curriculum referenced instruments, ecological inventories, criterion-referenced tests, functional behavior assessments, and checklists.
2. Identify assessments that are valid for use when diagnosing or evaluating students with disabilities, including students who are English learners.
3. Describe and discuss the purpose of and processes related to data based decision-making at the student, classroom, school, and district level.
4. Describe the theory behind progress monitoring and the assessment of students' academic, behavioral, social, and functional skills.
5. Adapt and modify existing assessment tools and methods to accommodate the unique needs of students with disabilities and English language learners.
6. Articulate the steps in the assessment process, including how students are referred for assessment in special education.
7. Utilize both formal and informal assessment methods and demonstrate the ability to carry out assessments in school settings to develop IEP goals and objectives.
7. Demonstrate competency with the interpretation of assessment data to write components of an IEP, including present levels, goals, specially designed instruction, and accommodations/modifications.
8. Demonstrate an understanding and a competency to carry out person-centered/family-centered planning and strength-based functional/ecological assessments, including curriculum-based measures, authentic assessments, and student self-assessments.
9. Understand the role of assessment within the core curriculum/state standards in developing instructional programs for students with disabilities and emergent bilinguals.

## Course Materials

Assessment in Special Education

**Author:** Pierangelo, R., & Giuliani, G. A

**Publisher:** Pearson

Edition: 6th

## Course Requirements and Assignments

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**Online Modules Readings, Questions, Discussion Prompts, and Activities:** Candidates will complete online Modules, which can be found in CANVAS under the “Modules” tab. Modules will open on the assigned days in the course schedule. Candidates should view the Read & Watch document to see the Module Overview and find details on readings and assignments. Module assignments are due in CANVAS one week after the module opens. (See Course Schedule)

**In-class activities:** Candidates will complete in-class activities during each of the face-to-face class sessions. In-class activities are directly related to the course readings and topics covered during the session. In-class activities are due at the end of the class session. (See Course Schedule)

**Formal Assessment Implementation and Interpretation:** (100 Points): Students will demonstrate their ability to deliver a formal assessment (e.g., Woodcock Johnson, WIAT, KTEA) while adhering with the standardized delivery and scoring procedures of the assessment.

**Assessment Report: (50 Points)** Based on the assessment results, students will write a comprehensive report including student identifying data, reason for referral, background, family, developmental, academic, and social histories, behavioral observations, tests and procedures administered, test results, conclusions, and recommendations.

**IEP Goal Development (50 Points)** Students will review a student’s present levels and assessment reports to determine appropriate IEP goal(s) based on student needs. Information on progress monitoring and data collection, as well as appropriate accommodations and potential interventions, will also be addressed.

**Chapter Presentations (30 Points)** In small groups, students will present on assigned topics from chapters in the text and information from weekly modules, highlighting key insights and vocabulary related to assessments in special education.

## Grading Information

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All assignments are due on the assigned date at the assigned time and must be submitted through CANVAS. Emailed or paper copies of assignments cannot be accepted. If an extension on an assignment is required, the department's late policy requires that students contact the instructor at least 48 hours in advance of the due date with the request. The request must include a designated date on which the student intends to submit the assignment, which should be within one week of the original due date. If an assignment is not submitted AND no contact has been made with the instructor within 5 days of the due date, the student will receive a zero.

### Criteria

Grading Scale

98-100% = A+

92-97% = A

90-91% = A-

88-89% = B+

82-87% = B

80-81% = B-

Candidates are reminded that they must maintain a GPA of 3.0. Each course must be completed with a grade of B or higher.

## University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

### EDSE 215

Week	Date	Topics, Readings, Discussions	Assignments Due
1	In person	Introductions, Course & Syllabus Overview  Introduction to Disability and Assessment	Get to know you quiz  Presentation  Sign up  Introductions

2	Asynchronous  Online	Methods of Assessment & Testing  Considerations  Legislation and court cases in special education  Formal/informal testing	Read Chapters 1-4  Review Canvas  Materials
3	In person	Basic Statistical Concepts & Scoring  Measurement scales, central tendency, range, and standard deviations  Basic Terminology, Raw scores, Percentile  Ranks, Standard Scores	Chapter presentations  1-4  In class  activities/assignments  Identify a student to assess
4	Asynchronous  Online	Writing a Comprehensive Report  <ul style="list-style-type: none"> <li>Explaining eligibility criteria and Test Results</li> <li>Using a strengths-based approach - describing students' assets and learning needs</li> </ul>	Read Chapters 5, 6, & 17  Review Canvas Materials  Begin Report outline & Background information

5	In person	<p>The Special Education Process</p> <p>Lecture and Discussion: Pre-referral Strategies</p> <ul style="list-style-type: none"> <li>• Universal screeners and progress monitoring in literacy development</li> <li>• incorporating students' assets in pre-referral as well as level 2 and 3 interventions</li> <li>• Response to Intervention (RTI)/Multi-tiered Systems of Support (MTSS), Pre-referral Strategies</li> <li>• Understanding which students need Tier 2 and which students need Tier 3 interventions</li> </ul>	<p>Chapter 5, 6, &amp; 17 Presentations</p> <p>In class activity: With your table group, review two Case Study Student Literacy Profiles consisting of universal screening and progress monitoring data, and determine the appropriate next step within an RTI approach. Identify how your case study student's assets were incorporated across the Pre-referral, progress monitoring, and intervention phases.</p>
6	Asynchronous Online	<p>The MDT Team and Parental Participation in the Assessment Process</p> <p>Collaboration, Parent Rights, MDT purpose, culturally responsive</p> <p>Initiating Referrals for More Intensive Intervention</p> <p>Parental Consent and Evaluation</p> <p>Standards</p> <p>Timeframes, IDEIA, validity, reliability</p>	<p>Read Chapters 7, 8, &amp; 19</p>

7	In person	<p>Development of an IEP</p> <ul style="list-style-type: none"> <li>Using assessment results to determine students' strengths and needs,</li> <li>Incorporating classroom performance and observations in present level narratives</li> </ul>	<p>Chapter presentations 7,8, &amp; 19</p> <p>In class</p> <p>activities/assignments</p> <p>IEP goal Assignment due 10/16</p>
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8	Asynchronous Online	<p>Determining Eligibility Criteria/Eligibility Procedures for Special Education</p> <p>Diagnosing a disability</p> <p>Criteria based on disability</p>	<p>Read chapters 9, 16 &amp; 18</p> <p>Review Canvas</p> <p>Materials</p>
9	In person	<p>Assessment of Academic Achievement</p> <p>Lecture and Discussion:</p> <ul style="list-style-type: none"> <li>Standardized testing, academic testing,</li> <li>Assessment of Math Skills</li> <li>Assessment of Literacy Skills <ul style="list-style-type: none"> <li>universal dyslexia screeners</li> <li>profile indicators for dyslexia</li> <li>identifying appropriate adaptations</li> </ul> </li> </ul>	<p>Chapter presentations 9, 16, &amp; 18</p> <p>In class activity: Review case study literacy assessment profiles for risk indicators for dyslexia and plan appropriate adaptations</p>
10	Asynchronous Online	<p>Assessment of Intelligence</p> <p>Measures of Intellectual Ability</p>	<p>Read chapters 10 &amp; 11</p> <p>Review Canvas</p> <p>Materials</p>
11	In person	<p>Assessment of Behavior</p> <p>FBA, Emotional/Social Development,</p> <p>Adaptive Behavior</p>	<p>Begin Assessments, note behavior observations</p> <p>Chapter presentations 10&amp;11</p> <p>In-class activities/assignments</p>



12	Asynchronous Online	Assessment of Perceptual Abilities Visual/Auditory Perception Comprehensive Measures of Perceptual Abilities	Read Chapters 12 & 13 Review Canvas Materials
13	In person	Assessment of Speech & Language Speech & Language Disorders Assessment measures of speech and language	Chapter presentations 12 & 13 In-class activities/assignments
14	Asynchronous Online	Early Intervention and Preschool Assessment Health Screenings, hearing/vision Physical/Occupational Therapy Assessments	Read Chapters 14 & 15 Review Canvas Materials
15	In Person	Other Areas of Assessment Hearing/Vision, PT/OT	Chapter presentations 14 & 15 In-class activities/assignments
16	Final Exam Due 12/12	Assessment Report Due	Turn in the completed report.