

Assessing Students with Disabilities EDSE 215

Fall 2026 Section 01 Hybrid 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 09/10/2026

Contact Information

Instructor: Dr. Nancy McIntyre

Office: 223 Sweeney Hall

Name Pronunciation (https://us-nc-recordings.s3.amazonaws.com/recording_97aa3f1a3c47a12d6dc32053443a726d.mp3?digest=8371bec5869090467d872a871028da01).

(she/her/hers)

Office Hours

By Appointment
Campus Office or Online

General availability is: Tuesday & Wednesday 2:30-3:30 pm

Please click here to sign up for a date & time: [Fall 2026 Office Hours](https://calendar.app.google/J98TC5tJYfentTnk8)
(<https://calendar.app.google/J98TC5tJYfentTnk8>).

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.

Prerequisite(s): Department consent.

Grading: Letter Graded

* Classroom Protocols

Course Format: Technology Intensive, Hybrid Course

This course is technology intensive and run 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 in a professional manner 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 ones' own.
6. Actively participate in class discussion and activities. Everyone's voice is valued and we all have much to learn from each other.

Academic Integrity Policy

Your commitment as a student to learning is evidenced by your enrollment at San José State University. The [Academic Integrity Policy S26-10](https://www.sjsu.edu/studentconduct/docs/S26-10%20Academic%20Integrity%20Policy.pdf) (<https://www.sjsu.edu/studentconduct/docs/S26-10%20Academic%20Integrity%20Policy.pdf>) requires you to be honest in all your academic course work, which includes following the course restrictions on AI use and citing any AI use that was used if permitted.

We will be using AI responsibly within this course as specified in certain assignments. Unauthorized use of AI, or submitting AI-generated work as your own is considered cheating/plagiarism.

Faculty members are required to report all infractions, regardless of severity, to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](https://www.sjsu.edu/studentconduct/) (<https://www.sjsu.edu/studentconduct/>) website for more information.

Course AI Policy & Resources

General Guidelines

In this course we will be intentionally exploring some AI tools together in some specified assignments.

- In general, AI tools are permitted for learning and exploration, but not for completing assignments or exams without explicit permission.
- Tools we may explore together include ChatGPT, Google Gemini, AI-enhanced presentation tools like Canva, and AI image generators.
- AI usage requires transparency and citations will be required.
- Noncompliance will result in a meeting with the instructor to address the violation and determine corrective actions.

Permitted Uses of AI

You may use AI to:

- Summarize readings, lectures, or other course materials *as a study support*.
- Brainstorm ideas or generate initial outlines to get started on assignments.
- Explore multiple perspectives on a topic to deepen your understanding.
- Check clarity of written communication (grammar, flow, readability).

Prohibited Uses of AI

You may **not** use AI to:

- Generate final submissions for written assignments
- Write analytical reflections or apply course content on your behalf
- Fabricate citations, references, or data.

Assignment Designations

We will be using the following designations on individual assignments:



RED LIGHT: No AI tool use on this assignment or portion of assignment



YELLOW LIGHT: Limited use of AI tools as specified in this assignment or portion of assignment

The following resources will aid you in this endeavor:

- [AI Writer's Toolbox](https://sites.google.com/sjsu.edu/aiwritertoolbox/home?mkt_tok=NjYzLVVLUS05OTgAAAGcOUMd8WbflwuAQdxb4RMSFIJ-cSYymsjEI5oQT9y17n_AFovrVXBexIXVXmY3W0GWIsc_ySOob7qnSnwr6CfbxCvEDcVQgz_OA5uwvAcTt mwJQ) (https://sites.google.com/sjsu.edu/aiwritertoolbox/home?mkt_tok=NjYzLVVLUS05OTgAAAGcOUMd8WbflwuAQdxb4RMSFIJ-cSYymsjEI5oQT9y17n_AFovrVXBexIXVXmY3W0GWIsc_ySOob7qnSnwr6CfbxCvEDcVQgz_OA5uwvAcTt mwJQ).
- [SJSU AI Research Assistant](https://library.sjsu.edu/OneSearch-research-assistant?mkt_tok=NjYzLVVLUS05OTgAAAGcOUMd8S7FkBfeB67oooqP8Fbd0oJERV5iwlLzkHchQTI235cINzclAEI_omSYNJfLE2lcS2GLMKwBK8U2VWocLdlAev0iO3AQg1Ddr-fhmG7L_A) (https://library.sjsu.edu/OneSearch-research-assistant?mkt_tok=NjYzLVVLUS05OTgAAAGcOUMd8S7FkBfeB67oooqP8Fbd0oJERV5iwlLzkHchQTI235cINzclAEI_omSYNJfLE2lcS2GLMKwBK8U2VWocLdlAev0iO3AQg1Ddr-fhmG7L_A).
- SAID form to disclose AI usage [SAID form to disclose AI usage](https://the-said.pages.dev/) (<https://the-said.pages.dev/>)

Program Information

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) [\(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

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, 1.4, 2.1, 2.6, 2.9, 4.1, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 7.1, 7.2	1.6, 1.9, 4.2, 4.5, 5.1, 5.2, 5.4, 5.5, 5.7, 6.1, 6.3, 7.2	1.8, 4.1, 4.3, 5.1, 5.2, 5.4, 5.5, 5.8, 7.10

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLO)

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 databased decision-making at the student, classroom, school, and district level.
4. Describe the theory behind progress monitoring and the assessment of student's 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.
5. 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.
6. Demonstrate competency with the interpretation of assessment data to write components of an IEP, including present levels, goals, specially designed instruction, and accommodations/modifications.
7. 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.
8. 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: A Practical Approach

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

Publisher: Pearson

Edition: 6th

Year: 2023

ISBN: 978-0-13-754554-4

Availability: Campus Bookstore, Online

SJSU Library has reserve copy available for 3-day loan.

Course Requirements and Assignments

Assignment Name	Description	Point Value	TPEs
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<i>Weekly Online Modules Readings, Quizzes, Discussion Prompts, and Activities</i>	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 (Mondays at 12:01am). Candidates should view the <i>Module Introduction and Learning Objectives</i> page to see the Module Overview and find details on readings and assignments. Module assignments are typically due in CANVAS Sunday at 11:59pm after the module opens. (See Course Schedule)	Varies by activity (5-10 POINTS each)	see course schedule
<i>In class activities</i>	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 previous week's online module and the session. In class activities are due at the end of the class session and cannot be made up due to absence. (See Course Schedule)	Varies by activity (5-10 POINTS each)	see course schedule

<i>Formal Assessment Planning, Lab, and Case Interpretation</i>	Students will demonstrate their ability to analyze a case study and choose appropriate assessments, then deliver a formal assessment subtest to a peer (Woodcock Johnson or WIAT) while adhering with the standardized delivery and scoring procedures of the assessment.	50 POINTS	U 5.4 MM 5.6 EX 5.7
<i>Assessment Report</i>	Based on the case study's assessment results, students will write an educational report addressing: Reason for Assessment, Assessment Selection, Results and Interpretation, and Educational Implications/Limitations.	30 POINTS	U 4.1 MM 2.9, 5.4 EX 5.5
<i>IEP Development</i>	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.	30 POINTS	MM 1.4, 2.1, 4.4 EX 1.6, 1.9, 4.5

<i>Group Assessment Mini-Presentations</i>	Students will sign up in small groups to research and record a presentation, create an infographic, and create a short quiz on an assessment used for evaluation and/or progress monitoring of one of a variety of topics: academic, behavior, speech & language, cognition, perceptual, early identification.	40 POINTS	U5.4
<i>Mock IEP (in lieu of final exam)</i>	Students will work in small groups to create a mock IEP based on a fictional student. Members of the group will have designated roles, including but not limited to, general education teacher, special education teacher, school psychologist, speech language pathologist and/or occupational/physical therapist or other related service provider. Student present levels, student needs and goals, as well as appropriate accommodations will be presented by the designated IEP team member.	50 POINTS	U 5.5 MM 1.1, 2.1, 6.2 EX 6.3

✓ Grading Information

1. 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 late policy requires that students contact the instructor at least 24 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.

- Late assignments without prior notification will be penalized 10% per day late.
 - It is important to communicate with your instructor to get support with your assignments in advance of the due date as much as possible.
2. All written work must be turned in using Microsoft Office Word. The Microsoft Office Suite is available **for free** from the university. If you do not have Microsoft Office on your computer, please refer to [Information Technology Services](#)

**(<http://its.sjsu.edu/services/software/microsoft-students/index.html>) for information on how to download the software on your device. Assignments turned in using Google Docs, Apple Pages, or PDF format will be returned and the student will need to resubmit.*

Accessible Education Center

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

Library Liaison

The library liaison for the Special Education Department is Dr. Mantra Roy. Her contact email is: mantra.roy@sjsu.edu

Academic Integrity Policy

All students are expected to comply with [SJSU's academic integrity policy](#) (<https://www.sjsu.edu/studentconduct/conduct-processes/academic-integrity.php>) as detailed here.

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 and each course should 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

Week#/Dates	Modality	Topics Covered
Week 1 August 19-23	Online Canvas Module	Module 1: • Introductions • Course and Syllabus Overview
Week 2 August 24-30	In Person SH230 8/25, 4 pm	Module 2: Methods of Assessment & Testing Considerations • <i>Getting acquainted in person!</i> • Introduction to disability and assessment • Legislation and court cases in special education • Formal/informal assessment
Week 3 August 31- September 6	Online Canvas Module	Module 3: Basic Statistical Concepts & Scoring • Measurement scales, central tendency, range, standard deviations • Basic Terminology, Raw scores, Percentile Ranks, Standard Scores

Week 4 September 7-13	In Person SH230 9/8, 4 pm	Module 4: The Special Education Process Lecture and Discussion: Pre-referral Strategies • Universal screeners and progress monitoring in literacy development • incorporating students assets in pre-referral as well as level 2 and 3 interventions • Response to Intervention (RTI)/Multi-tiered Systems of Support (MTSS), Pre-referral Strategies • Understanding which students need Tier 2 and which students need Tier 3 interventions
Week 5 September 16-20	Online Canvas Module	Module 5: Understanding Assessment within MTSS Legal, Ethical, and Professional Issues in SPED Assessment • Procedural Safeguards
Week 6 September 21-27	In Person SH230 9/22, 4 pm	Module 6: The MDT Team and Parental Participation in the Assessment Process • Collaboration, Parent Rights, MDT purpose, Culturally Responsive • Initiating Referrals for More Intensive Intervention • Parental Consent and Evaluation Standards • Timeframes, IDEIA, validity, reliability Development of an IEP • Using assessment results to determine student's strengths and needs, • Incorporating classroom performance and observations in present level narratives

Week 7 September 28 - October 4	Online Canvas Module	Module 7: Development of an IEP, Cont'd - Using assessment results to determine student's strengths and needs, - Incorporating classroom performance and observations in present level narratives Determining Eligibility Criteria/Eligibility Procedures for Special Education - Diagnosing a disability - Criteria based on disability
Week 8 October 5-11	In Person SH230 10/6, 4 pm	Module 8: Assessment of Academic Achievement - Standardized testing, academic testing - Assessment of Math skills - Assessment of Literacy skills - universal dyslexia screeners - profile indicators for dyslexia identifying appropriate adaptations
Week 9 October 12-18	Online Canvas Module	Module 9: Assessment of Cognition Measures of Cognitive Ability
Week 10 October 19-25	In Person SH230 10/20, 4 pm	Module 10: Assessment of Behavior FBA, Emotional/Social Development, Adaptive Behavior
Week 11 October 26- November 1	Online Canvas Module	Module 11: Assessment of Perceptual Abilities - Visual/Auditory Perception - Comprehensive Measures of Perceptual - Abilities

Week 12 November 2-8	In Person SH230 11/3, 4 pm	Module 12: Assessment of Speech & Language • Speech & Language Disorders • Assessment Measures of Speech and Language • Understanding Integral Links Between Oral and Written Language
Week 13 November 9-15	Online Canvas Module	Module 13: Early Intervention and Preschool Assessment • Importance of Early Identification and Intervention for Developmental Disorders (e.g., autism, language-based learning disabilities) • Health Screenings, Hearing/Vision • Physical/Occupational Therapy • Assessments
Week 14 November 16-22	In Person SH230 11/17, 4 pm	Module 14: Other Areas of Assessment • Hearing/Vision • PT/OT • Co-occurring Medical Conditions (e.g., ADHD, Seizure Disorders)
Week 15 November 23-29 <i>(Thanksgiving Holiday November 26-28)</i>	Online Canvas Module	Module 15: Assessment Report Completion & Mock IEP Prep
Week 16 November 30-December 7	In Person SH230 12/1, 4 pm	Workshop Time with Mock IEP Groups

Finals Week	In Person SH230 12/15	Mock IEPs in Class - Groups sign up for 30-minute time slot
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