

Assessing Students with Disabilities

EDSE 215

Fall 2026 Section 02 Hybrid 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/14/2026

Contact Information

Course Contact Information	
Instructor	Dr. Tami Turner
Office Location	Virtual
Email	tami.turner@sjsu.edu
Office Hours	By appointment

Course Information

Course Format: Technology-Intensive Hybrid Course

This course is offered in a hybrid format and includes both face-to-face class sessions and online coursework through Canvas. Students must have reliable internet access and be able to use Canvas to access course materials, complete assignments, and participate in online course activities.

Students are responsible for regularly checking both Canvas and their SJSU email for course announcements and updates. Students who need assistance using Canvas or accessing their SJSU email should contact SJSU technical support or use the available online tutorials and support resources.

Course Description

This course focuses on formal and informal methods for assessing students with mild to moderate support needs and students with extensive support needs. Topics include standardized and alternative assessment, Response to Intervention (RTI), assessment within the IEP process, case studies, and evidence-based practices in assessment.

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 offered in a hybrid format and includes both face-to-face class sessions and online coursework through Canvas. Students must have reliable internet access and be able to use Canvas to access course materials, complete assignments, and participate in online activities.

Students are responsible for regularly checking Canvas and their SJSU email for course announcements and updates. Students who need assistance with Canvas or accessing their SJSU email should contact SJSU technical support as soon as possible.

Professional Expectations

As future special educators, students are expected to conduct themselves professionally and contribute to a respectful and productive learning environment. At a minimum, students are expected to:

1. Attend all scheduled class sessions.
2. Arrive on time and remain for the entire class.
3. Minimize distractions from social media and other non-course-related technology during class.
4. Use computers and other devices as needed to take notes, access course materials, and participate in class activities.
5. Be respectful of others and recognize that classmates may have different perspectives, experiences, and viewpoints.
6. Actively participate in class discussions and activities. Everyone brings valuable experiences and perspectives to the course, and we all have something to learn from one another.

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

- **PL0 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PL0 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PL0 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PL0 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PL0 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

California Teacher Performance Expectations (TPEs)

This course is designed to support students in meeting the California Commission on Teacher Credentialing (CTC) Teacher Performance Expectations related to assessment for the Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) Education Specialist credentials.

Mild to Moderate Support Needs (MMSN) TPEs:

1.1, 2.6, 2.9, 4.4, 4.7, 5.1, 5.4, 5.6, 6.2

Extensive Support Needs (ESN) TPEs:

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

Universal TPEs:

1.8, 4.1, 4.3, 5.1, 5.2, 5.4, 5.5, 5.6, 5.8

Course Learning Outcomes (CLOs)

Course Learning Outcomes

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

1. Plan, conduct, and interpret comprehensive assessments for students with disabilities using a variety of formal and informal assessment tools and methods.
2. Identify appropriate, valid, and reliable assessments for students with disabilities, including emergent bilingual students.

3. Explain how assessment data are used to make educational decisions at the student, classroom, school, and district levels.
4. Explain the purpose and use of progress monitoring to assess students' academic, behavioral, social, and functional skills.
5. Adapt assessment tools and procedures to meet the individual needs of students with disabilities and emergent bilingual students.
6. Describe the special education assessment process, including referral, assessment planning, evaluation, and eligibility determination.
7. Use formal and informal assessment data to inform IEP development, including present levels of performance, goals, specially designed instruction, accommodations, and modifications.
8. Demonstrate an understanding of person-centered and family-centered planning and strength-based assessment practices, including functional and ecological assessments, curriculum-based measures, authentic assessments, and student self-assessments.
9. Explain how assessment relates to grade-level standards and the development of appropriate instructional programs for students with disabilities and emergent bilingual students.

Course Materials

Required Textbook

Pierangelo, R., & Giuliani, G. A. (2022). *Assessment in special education: A practical approach* (6th ed.). Pearson.

Course Requirements and Assignments

Online Modules: Readings, Questions, and Activities (10-20 points)

On Asynchronous weeks, students will complete online modules in Canvas. Weekly Modules will open on Monday morning, and unless otherwise instructed, all assignments will be due on the following Sunday at 11:59pm. Modules will include assigned readings, videos, questions, and activities. Students should review the **Read & Watch** section of each module for an overview and specific assignment instructions. On in person weeks, the Modules will contain the what the required reading for the week is.

In-Class Activities (10 points)

Students will complete activities during each face-to-face class session. These activities are directly connected to the assigned readings and topics covered in class and are due at the end of the class session.

Formal Assessment Administration and Interpretation — 50 points

Students will demonstrate their ability to administer a formal assessment, such as the Woodcock-Johnson, WIAT, or KTEA, following standardized administration and scoring procedures. Students will score and interpret the assessment results.

Assessment Report – 50 points

Using assessment results, students will write a comprehensive assessment report. The report will include relevant student information, reason for referral, background information, behavioral observations, assessments and procedures administered, results, interpretation, conclusions, and recommendations.

IEP Goal Development – 50 points

Students will review a student's present levels and assessment information to identify areas of need and develop appropriate, measurable IEP goals. Students will also address progress monitoring and data collection, accommodations, and appropriate interventions.

Chapter Presentation – 30 points

In small groups, students will present an assigned topic related to the course readings and content.

✓ Grading Information

Late Policy

All assignments are due on the date and time listed in Canvas and must be submitted through Canvas. Emailed assignments cannot be accepted.

Deadlines are an important part of staying on track in a hybrid course, particularly because assignments and activities build on course content throughout the semester. At the same time, I recognize that students are balancing school with work, family, and other responsibilities, and sometimes unexpected circumstances arise.

If you know that you will not be able to submit an assignment on time, please contact me at least 48 hours before the due date to request an extension and propose a new submission date. When you communicate with me at least 48 hours in advance and a new date is agreed upon, late points will not be incurred.

If you do not contact me in advance as detailed above, late assignments will receive a 10% deduction from the points earned for each week the assignment is late. See the table below.

Days Late	Late Deductions	Notes
1-6 days	10%	No need to contact instructor if turned in without advance notice- deduction will automatically be applied.
7-13 days	20%	No need to contact instructor if turned in without advance notice- deduction will automatically be applied
14-20 days	30%	No need to contact instructor if turned in without advance notice- deduction will automatically be applied

21+ days	40%	No need to contact instructor if turned in without advance notice- deduction will automatically be applied
----------	-----	--

Criteria

Grade	Percentage
A	94-100%
A-	90-93%
B+	86-89%
B	83-85%
B-	80-82%
C+	76-79%
C	73-75%
C-	70-72%
D+	66-69%
D-	60-62%
F	0-59%

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	Date/Format	Topic	Readings & Assignments
------	-------------	-------	------------------------

1	8/20-8/23 Asynchronous	Course Introduction	-Review Canvas, syllabus, assignments, and due dates. -Read Chapters 1-2.
2	8/27 - In Person	Methods of Assessment & Testing Considerations	-In-class activities and In Class Assignment. -Chapter presentations sign ups
3	8/3-9/6 Asynchronous	Writing an Assessment Assessment Report	-Read chapters 5,6 & 17 -Review report templates -Review and complete Canvas Materials
4	9/10 - In Person	Basic Statistical Concepts & Scoring	-Chapter presentations 1-4 -Introduce formal assessment assignment; scoring, standard scores, percentile ranks, basal/ceiling concepts -Review Canvas Materials -In Class Assignment
5	9/14-9/20 Asynchronous	The Multidisciplinary Team & Parent Participation	-Read Chapters 7,8, & 19 -Review test protocol/manual and administration procedures [Formal Assessment assignment] -Review and complete Canvas Materials
6	9/24 - In Person	The Special Education Process	-Chapters 5,6 & 7 presentations - Formal assessment administration/scoring [Formal Assessment assignment] -Review Canvas Materials -In Class Assignment
7	9/28-10/4 Asynchronous	Determining Eligibility for Special Education	-Read chapters 8, 17, 16 -Review and complete Canvas assignments -Formal Assessment Administration & Interpretation due Oct. 4
8	10/8 - In Person	Development of the IEP	-Chapters 8, 17, 16 presentations -Review Canvas Materials -Work on IEP Goal Assignment - In Class Assignment
9	10/12- 10/18 Asynchronous	Assessment of Intelligence	-Read Chapters 10 & 11. -Writing a Assessment Report- Part 1 - IEP Goal Assignment Due Oct. 18
10	10/22 - In Person	Assessment of Academic Achievement	-Chapter 9,18,19 presentations -Begin assessments -Review Canvas Materials -In Class Assignment
11	10/26-11/1 Asynchronous	Assessment of Perceptual Abilities	-Read Chapters 12 & 13 - Assessment Report- Part 2

12	11/5 - In Person	Assessment of Behavior	-Chapter 10, 11 & 12 presentations -Review Canvas Materials -In Class Assignment
13	11/9-11/15 Asynchronous	Early Intervention & Preschool Assessment	-Review and complete Canvas Materials -Assessment Report- Part 3
14	11/19 - In Person	Assessment of Speech & Language	-Chapters 13, 14 & 15 presentations - Review Canvas Materials - In Class Assignment
15	11/23-11/29 Asynchronous	Assessment Report	-Work on Assessment Report
16	12/3 - In Person	Other Areas of Assessment Hearing/Vision, PT/OT	- Review Canvas Materials - In Class Assignment
17	12/7-12/13	Finals Week Asynchronous	-Assessment Report Due Dec.10