

Assessing Students with Disabilities

EDSE 215

Fall 2026 Section 04 Hybrid 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 09/10/2026

Contact Information

Instructor:	Mrs. Annapoorni Peruvemba
Email:	annapoorni.peruvemba@sjsu.edu
Schedule	Tuesdays In-Person sessions- 8/25, 9/8, 9/22, 10/6, 10/20, 11/3, 11/17, 12/1 Asynchronous- 9/1, 9/15, 9/29, 10/13, 10/27, 11/10, 11/24 Final Exam- 12/15
Classroom:	Sweeney Hall 212

Instructor: Mrs. Annapoorni Peruvemba

Email: annapoorni.peruvemba@sjsu.edu

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

Classroom Protocols

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. Strive to arrive on time and remain for the entire class session.
2. Engage actively in discussions and activities—every voice matters, and we all have something to contribute and learn.
3. Treat classmates with respect and remain open to perspectives that differ from your own.
4. Use of laptops or other devices for note-taking, accessing course materials, and participating in activities is highly encouraged.

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.

Permitted Uses of AI

In this course, the responsible use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Claude, Bard, etc.) is permitted to support your learning. AI can be a valuable tool for generating ideas, clarifying concepts, and summarizing information. However, it is not a substitute for your own knowledge, analysis, or application of course concepts. As future educators, your work must reflect your professional judgment, your understanding of course content, and your responsiveness to the individualized needs of students.

You may use AI to:

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

Prohibited Uses of AI

You may not use AI to:

1. Generate final submissions for written assignments, lesson plans, IEP goals, or case studies.
2. Write analytical reflections or apply course content on your behalf.
3. Replace your professional judgment in designing instruction or assessing student needs.
4. Fabricate citations, references, or data.

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).

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, 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 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.
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.
8. Demonstrate competency with the interpretation of assessment data to write components of an IEP, including present levels, goals, specially designed instruction, and accommodations/modifications.
9. 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.
10. 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

1. Online Modules Readings, Questions, Discussion Prompts, and Activities (5 -10 points) and varies by activity. 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 read the Module Overview to find details on readings and assignments. Module assignments are due in CANVAS.
2. In class activities (5 -10 points) and varies by activity. 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)
3. Assessment Mini-Presentations (Group) (40 Points): 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.
TPEs: U 5.4
4. ***Formal Assessment Planning, Lab, and Case Interpretation*** (50 Points): 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.
TPEs: U 5.4 MM 5.6 EX 5.7
5. Assessment Report (30 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.
TPEs: U 4.1 MM 2.9, 5.4 EX 5.5
6. IEP Goal Development (30 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.
TPEs: MM 1.4, 2.1, 4.4 EX 1.6, 1.9, 4.5

7. Mock IEP (50 Points): 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.

TPEs: U 5.5 MM 1.1, 2.1, 6.2 EX 6.3

✓ Grading Information

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.
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 (<https://www.sjsu.edu/it/>) (<http://its.sjsu.edu/services/software/microsoftstudents/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.

Determination of Grades

Grading Scale

98-100% = A+

92-97% = A

90-91% = A-

88-89% = B+

82-87% = B

80-81% = B-

78-79% = C+

72-77% = C

70-71% = C-

68-69% = D+

62-67% = D

60-61% = D-

<60% = F

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

EDSE 215 Course Schedule

Week # /Dates	Modality	Topics Covered	Readings & Assignm *all Text Chapters refer edition
Week 1 Aug 19-24	Online Canvas Module	Module 1: • Introductions • Course and Syllabus Overview	Assignments: Be sure to read through the SJSU Official Syllabus Module 1: Introductions Discussion post

Week 2 August 25-31	In Person SH 212 8/25, 4 pm	Module 2: Methods of Assessment & Testing Considerations • Getting acquainted in person! • Introduction to disability and assessment • Legislation and court cases in special education • Purposes for assessment • Formal/informal assessment	Readings: • Text Chapters 1, 2, 5 Videos: • UFLI Introduction to Assessment Video & Assignments: • In-Class Activities • Turn in Assessment Video Study Guide • Readings Quiz • Choose Assessment Mini-Presentation To
Week 3 Sept 1- Sept 7	Online Canvas Module	Module 3: Basic Statistical Concepts & Scoring • Measurement scales, central tendency, range, standard deviations • Reliability & Validity • Basic Terminology, Raw scores, Percentile Ranks, Standard Scores	Readings: • Text Chapters 3-4 • Review the lecture slides Assignment: • Quiz on lecture & chapters

Week 6 Sept 22-28	In Person SH 212 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	Readings: • Text Chapters 8, 9, 10 Assignments: • In class: Candidates work together in this session to collaborate with families and guardians, teachers, specialists, other professionals, administrators from the school or district to conduct a comprehensive assessment for disabilities that is appropriate in the home language. Candidates demonstrate understanding of the Multi-Disciplinary Team participation in the IEP
Week 7 Sept 29 - Oct 5	Online Canvas Module	Module 7: Determining Eligibility Criteria/Eligibility Procedures for Special Education • Diagnosing a disability • Criteria based on disability Development of an IEP • Using assessment results to determine student's strengths and needs, • Incorporating classroom performance and observations in present level narratives	Readings: • Text Chapter 18, 21, 22 • Review the lecture slides on diagnosing learning disabilities Assignments: • Special Education Eligibility Assignment due 10/5 • IEP Goal Assignment due 10/5 • Assessment Project: Sign up for an assessment

Week 8 October 6-12	In Person SH 212 10/6, 4 pm	Module 8: Assessment of Academic Achievement - Standardized testing, academic testing - Assessment of Math skills - Assessment of Literacy skills - Profile indicators for dyslexia and other reading disabilities - Identifying appropriate adaptations Group Mini-Presentations: - Academic Achievement (informal) - Literacy (reading & writing) - Academic Achievement (informal) - Math	Readings: - Text Chapter 11 Assignments: - In class activities - Assessment Tool Scavenger Hunt - Assessment Project: Assessment Plan case study and choose appropriate sub
Week 9 October 13-19	Online Canvas Module	Module 9: Assessment of Cognition - Measures of Cognitive Ability Group Mini-Presentations: - Cognition	Readings: Text Chapter 12, 19 Assignment: Begin Assessment report

Week 10 October 20-26	In Person SH 212 10/20, 4 pm	Module 10: Assessment of Behavior FBA, Emotional/Social Development, Adaptive Behavior Group Mini-Presentations: Behavior	Readings: Text Chapter 13 Assignments In class activities: Assessment Project: Assessment Administration Lab 1 - b assessments with groups and 1-2 subtests to an adult Alternate stations when administering an assessment Alternate Station 1: Analyze & Assessment Results Alternate Station 2: Communication Administration & Scoring Procedures
Week 11 Oct 27-Nov 2	Online Canvas Module	Module 11: Assessment of Perceptual Abilities Visual/Auditory Perception Comprehensive Measures of Perceptual Abilities Group Mini-Presentations: Perceptual	Readings: Text Chapters 14 Assignment: Discussion: Assessment of Communication Behaviors, Perceptual Abilities (choice)

Week 12 November 3-9	In Person SH 212 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 Group Mini-Presentations: Speech & Language	Readings: Text Chapter 15 Assignment: Chapter 15 Quiz Station 2: Analyze Academic Assessment Results In class activities: Assessment Project: Assessment Administration Lab 2- conduct assessments with groups (administer 2 subtests to an adult participant) Alternate stations when administering an assessment Alternate Station 1: Analyze Assessment Results Alternate Station 2: Communication Administration & Scoring Procedures
Week 13 Nov 10-16	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 Group Mini-Presentations: - Early Identification	Readings: - Text Chapter 17 Assignments - Case study comprehensive literacy and communication assessment profiles for risk indicators for reading/writing SLDs and plan appropriate interventions (11/16) - Review Final Exam Mock IEP assignment (11/16)

Week 14 Nov 17-23	In Person SH 212 11/17, 4 pm	Module 14: Other Areas of Assessment - Hearing/Vision - PT/OT - Co-occurring Medical Conditions (e.g., ADHD, Seizure Disorders) Group Mini-Presentations: - OT/PT	Reading: - Text Chapter 16 Assignments: - Assessment Project: Assessment Scoring (peer) and Case Study Score Interpretation (provided data for case child) - Prepare for Final Exam Mock IEP on 12/15
Week 15 Nov 24- Dec 30 (Thanksgiving Holiday Nov 26-28)	Online Canvas Module	Module 15: Assessment Report Completion & Mock IEP Prep	Reading: - Text Chapter 20 Assignments: - Prepare for Final Exam Mock IEP - Assessment Project: Complete Assessment (12/6/26)
Week 16 Dec 1- 7 (Last day of classes 12/7/26)	In Person SH 212 12/1, 4 pm	Mock IEP Group worktime	In-Class Workshop: - Help with finalizing assessment report - Time to practice/get feedback on Mock IEP Assignments: - Assessment Project: Complete Assessment (12/6/26) - Prepare for Mock IEP (will be conducted in 12/15/26)
Finals Week	In Person SH 212 12/15	Final Exam Mock IEPs in Class Groups sign up for 30-minute time slot	