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| Campbellsville University Online  School of Education  **SED 695-01**  **Advanced Assessment and Instructional Strategies for Diverse Learners**  Instructor: Linda Jessie-Jones, PhD, NCSP  E-mail: [linjesjones@gmail.com](mailto:calverso@uoregon.edu)  Cell Phone: 865-776-0975  Office Phone: 907-742-1868 (7:00 pm – 9:00 pm ET; 3:30 pm – 5:00 pm Alaska Time or by arrangement  Credit: 3 Hours  Classroom: Online  Chat Times: G2 Term  Section 01: Monday, 7:30 PM – 8:45 PM ET  August 29 – October 22. 2016  Virtual Office Hours:  The professor can be reached by phone or e-mail.    ***THEME: “EMPOWERMENT FOR LEARNING”***  **Required Text:**  *Formative Assessment & Standards-Based Grading: Classroom Strategies that Work* (2010), by Robert J Marzano, Marzano Research laboratory: Bloomington, IN (ISBN: 978-0-9822592-2-1).  *Linking Assessment to Instructional Strategies: A guide to Teachers* by Cathleen G. Spinelli, Pearson: Boston (ISBN: 987-0-13-714624-6).  **Course Description:**  This course will provide experiences in test administration and interpretation applied to diverse learners and opportunities for informed use of assessment data. The administration of formal achievement testing and informal measures of assessment will be discussed. Emphasis will be on making eligibility, program, and placement decisions for diverse learners and monitoring progress. With student learning being at the core of the School of Education’s conceptual framework, such advanced experiences related to assessment and using such assessments effectively to design appropriate responses to student progress is crucial to classroom and student success.  **School of Education Mission Statement**  In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.  Since research has demonstrated that the teacher is the most important factor that impacts student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.  The teacher education program is a performance-based process that strives to achieve this mission globally by   * preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels, * honoring, understanding, and respecting diverse voices and communities in society, * establishing partnerships and collaborating with the professional community, * supporting and enhancing Christian characteristics of servant leadership.   **Methods of Instruction**  The instructional methods will include:   * online learning lessons * individual consultation with professor * online discussion groups * threaded discussions * cooperative/collaborative learning activities   **Alignment with National and State Standards:**  **Kentucky Common Core Standards and College Readiness Standards**  Students will use the Common Core State Standards in designing learning goals/objectives and assessments.  **Kentucky Teacher Standards (KTS): Diversity Proficiencies**  3.3 Values and supports student diversity and addresses individual needs  4.2 Implements instruction based on diverse student needs and assessment data.  5.4 Describes, analyzes, and evaluates student performance data to determine  progress of individuals and identify differences in progress among student  groups.  8.1 Identifies students whose learning could be enhanced by collaboration.  **Council of Exceptional Children Standards**  Standard #1: Foundations: ICC1K1, ICC1k3, ICC1K7, ICC1K8, BD1K2, BD1k3, LD1K4  Standard #2: Developmental and Characteristics of Learners: ICC2K1, ICC2K7, BD2K1, LD2K3  Standard #3: Individual Learning Differences: ICC3K1, ICC3K4, LD3K1  Standard #4: Instructional Strategies: ICC4S1, ICC4S3, ICC4S5, ICC4S6, BD4S1, BD4S2, LD4K1, LD4S1, LD4S7, LD4S8, LD4S9, LD4S10, LD4S11  Standard #5: Learning Environments & Social Interactions: ICC5K1, ICC5K8, ICC5S1, ICC5S3, ICC5S13  Standard #6: Communication: ICC6K1, ICC6K4, LD6S1, ICC6S2  Standard #7: Instructional Planning: ICC7S2, ICC7S9, ICC7S11, BD7S2  Standard #8: Assessment: ICC8K2, ICC8S2, ICC8S3, ICC8S4, ICC8S7, BD8S1, BD8S2, LD8K2  Standard #9: Professional and Ethical Practice: ICC9S1, ICC9K4, ICC9S6, LD9K2  Standard #10: Collaboration: ICC10K1, ICC10K3, ICC10S1, ICC10S6, BD10S1, LD10K2  **IRA Standards**  **2** The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.  **5** The Literate Environment Standard focuses on the need for candidates to synthesize their [foundational knowledge](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard1.aspx) about content, pedagogy, the effective use of physical space, instructional materials and technology, and the impact of the social environment to create an environment that fosters and supports students’ traditional print, digital, and online reading and writing achievement. This standard recognizes that candidates must create a literate environment that meets the diverse needs of students and facilitates connections across content areas as well as with the world outside the school.  **Framework for Teachers**  **Domain 1**  In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.  **Domain 2**  An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.  **Domain 3**  Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.  **Domain 4**  Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.  **Course Objectives with Student Learning Outcomes**  Teachers will be able to:   1. Apply essential principles of assessment including essential assessment vocabulary. CC8K1, CC8S3 2. Review and analyze current trends in education that impact assessment including college readiness, national common core standards, response to intervention, transition planning, etc. CC9K4 3. Review and utilize the Standards and Indicators for School Improvement (SISI) document. 4. Administer at least two common tests (i.e., achievement tests, adaptive behavior scales, transition interest inventories) that do not require the administrator to be a psychometrist. CC8S2 5. Prepare assessment reports based on assessments administered. CC8S7 6. Demonstrate the use of assessment to drive differentiation. CC7S13 7. Use assessments to create and implement appropriate instruction, experiences, and feedback for diverse learners. CC5S6, CC7S13 8. Demonstrate legal and ethical considerations in assessment. CC8K2 9. Identify factors that could lead to misidentification of students with disabilities. CC1K5, CC6K3 10. Use assessment information in making eligibility, program, and placement decisions for individuals with disabilities such as: EBD, LD, MMD, and diverse learners. This will include those students from culturally and/or linguistically diverse backgrounds. CC8S6, CC8K3 11. Interpret information from formal and informal assessments. CC8S5 12. Use technology to conduct assessment. CC8S3 13. Report assessment results to all stakeholders using effective communication skills. CC8S7  Course Assignments/Assessments This course requires CU students to conduct assessment strategies on a student with a disability. The assessment conducted in this course are for the purpose of providing the CU student practice in administering, scoring, interpreting, and using assessment results to monitor progress and, as needed, modify the instruction for a specific student in a mock setting. The assessments conducted in this course are not intended for determining eligibility or service under IDEA.  Each week students are expected to read the assigned chapters from the texts, as well as the on-line modules. The on-line modules consist of short reading assignments, website to investigate, and/or activities to complete prior to or during the weekly chat.  All written, graded assignments shall be word processed and submitted to the instructor by posting on the course website. Indicate name, course, assignment title, and date on a cover page of the written assignment. Double space and use 12 point Times New Roman unless otherwise specified or approved. All submitted assignments must use the following naming convention when saving the file: Your last name (space) name of assignment. For example, the first assessment report file would be named “Jones Student Description” if submitted by this instructor. If CU students have the same last name, first names will follow the last name in the naming convention.   |  |  |  | | --- | --- | --- | | **Reading** | **Assignments** | **Due Date** | | Online Readings for Week 1 Marzano: Chapter 1 - Research and Theory; Chapter 2 - The Anatomy of Formative Assessment Spinelli: Chapter 1 - An Introduction to Classroom Assessment | Discussion Forum 1: A) Philosophy; B) Formative and summative assessments; C) Introduce yourself. Submit Description of Target Student Submit two (2) assessment reviews to a peer for review and comment. | 8/29 | | Online Readings for Week 2 Spinelli: Chapter 2 - Information Gathering: Evaluating the Student and the Instructional Environment | Discussion Forum 2: How can a test be unreliable, invalid or biased? Return peer-reviewed assessments to the writer with supportive comments and suggestions. | 9/5 | | Online Readings for Week 3: Osobka:  *Breach of Ethics* Green, Johnson, Kim & Pope: *Ethics in Classroom Assessment Practices: Issues and Attitudes*  Kentucky Teacher Standards KDE: Administration Code Training Materials | Discussion Forum 3: A) KY Teacher Standards; B) Disabilities and state assessments; C) Examples of accommodation errors BAR 1 due - Submit five (5) Brief Assessment Reviews as described in the syllabus. Include the two assessment reviews reviewed by your peer. | 9/12 | | Online Readings for Week 4 Marzano: Chapter 3 - The Need for a New Scale; Chapter 4 - Designing Assessments Spinelli: Chapter 7 - Scoring, Graphing, and Progress Monitoring; Chapter 3 - Reading Assessments | Discussion Forum 4: The 100 Point Scale | 9/19 | | Online Reading for Week 5 Spinelli: Chapter 4 - Written Language and Related Skills Assessment Support Materials for Core Content for Assessment Version 4.0 List of Assessment Verbs and Combined Verb List - Kentucky Department of Education (KDE) Bloom's Verbs and Bloom's Taxonomy New Language at: http://www.odu.edu/educ/roverbau/Bloom/blooms-taxonomy.htm | Discussion Forum 5: Kentucky Core Academic Standards BAR 2 due: Submit the second set of five (5) assessment reviews as described in the syllabus. | 9/26 | | Online Readings for Week 6 Spinelli: Chapter 5 - Mathematics and Content Area Assessment Review math standards at: | Discussion Forum 6: Behavioral observation and goal setting Curriculum Based Assessment and graph of data points due | 10/3 | | Online Readings for Week 7 Marzano: Chapter 5 - Tracking Student Progress Spinelli: Chapter 6 - Assessment and Accommodations for Special Populations | Discussion Forum 7: KCAS  Culminating Assessment Report (CAR) due. This report must comply with APA writing and formating standards and follow the instructions in the syllabus. | 10/10 | | Online Readings for Week 8 Marzano: Chapter 6 - Grading and Reporting | Discussion Forum 8: What have you learned in this class that you will incorporate in classroom assessments? | 10/17 |   **Class Participation (KTS 6, 7, 8, 9)**  Class attendance and participation is monitored closely. Two unexcused absences (at instructors discretion) results in an automatic “F” for the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Students must contribute to class discussions a minimum of five times. Please notify the instructor if you are to be absent or need to leave class early.  **Field Hours (KTS 1, 2, 3, 4, 5, 6, 7, 8, 10)**  Students will participate in **ten (10) hours** of field experience working *with a school-age student with a disability*. Field experiences provide a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of field experience is experience with students, whether in your own classroom or another. Observation and assistance can be completed within your own classroom. Use artificial names when you write about learners and teachers to keep confidentially. See the field hour requirement document for details (located on the University web page). Logs must be kept of the field experience. The original must be sent to the Special Education Program office and a copy sent to the instructor. The form must be completed in order to receive credit. If you are currently teaching full-time, contact professor regarding additional information regarding the field experience requirement.    **Grading System**  Grading is based on a modified point system. To receive the desired letter grade in the course, students must (1) read assignment weekly chapters and online modules, (b) participate in Weekly Chat, (c) complete all discussion forums in a timely manner, (d) complete 15 assessments, and (e) write the required assessment report assignments with accuracy, high quality, and professionalism based on the scoring rubric. While all of these tasks are required, points are earned only on specifically indicated tasks. For example, there are assignments like peer reviewing an assessment review that is required but does not earn separate points in the grading system. Points for this assignment are included in the final score for the CAR.   |  |  | | --- | --- | | Task | Points | | Attendance & Participation | 90 | | Weekly Forums | 120 | | 15 BAR | 150 | | CAR | 100 | | Field Experience | 100 | | Total Points | 560 | |  |  | | 93% - 100% - A |  | | 86% - 92% - B |  | | 79% - 85% - C |  | | 72% - 78% - D |  | | below 72% - F |  |   **Assessment Strategies**  CU students must complete 15 assessment strategies with a school-age student who has an identified disability (specific learning disability in math, reading, or written language; mild cognitive disability; or emotional behavior disability; or other health impairment). Specific assessments are required based on whether the assessment focuses on reading or math skills, as indicated in the chart below. Each assessment strategy is described in the textbook, *Linking Assessment to Instructional Strategies: A Guide to Teachers* by Cathleen G. Spinelli. Each assessment strategy requires a varying degree of preparation based on the individual needs of the assessed student. It is the responsibility of the CU student to prepare materials needed to conduct each assessment strategy. Some tables and checklists can be copied directly from the textbook; others will need to be recreated by the CU student. The instructor is available to consult with CU students about preparations needed in order to implement the assessment.  **Required Assessments**   |  |  |  | | --- | --- | --- | | **Assessments**  **There are five required assessment activities.** | | | | **All**  **These assessments are required regardless of the focus of the comprehensive report.** | **Reading**  **These assessments are required when the focus of the comprehensive report is reading.** | **Math**  **These assessment are required when the focus of the compre**  **hensive report is math.** | | Curriculum based assessment repeated 3 times to provide data for graphing. Create baseline, aimline and progress on a graph. (Repeated assessment counts as one activity; creating graph of baseline, aimline and progress counts as another activity.) | Test of Phonological Awareness | Math error pattern  analysis | | Study Skill Strategies |  |  | | Behavioral Observation |  |  | | **Select ten (10) additional assessments from the following list:** | | | | Metacognition Assessment | Mastery of Phonic Skills Development | Mathematics language assessment | | Organizational Skills | Reading CBM Fluency Assessment | Mathematics oral  interview and task  analysis | | Interest inventory (high school only) | Oral reading assessment | Informal Math  Processing assessment | | Direct observation recording | Miscue analysis assessment |  | | Readability evaluation | Cloze procedure assessment |  | | Think-aloud procedure | Maze procedure assessment |  | | Emotional, social, and behavioral assessments |  |  | | Visual/Auditory Acuity/Perceptual Screening Checklist |  |  | | Textbook evaluation |  |  | | Work Personality Profile |  |  |   **Brief Assessment Reports**  After completing each assessment, CU students should summarize the results of the assessment in a brief, approximately one-page brief assessment report (BAR). These assessment reports are the basis for the culminating report. A sample of a brief assessment report will be provided during the first class session. To ensure that students are collecting and assembling relevant information for the culminating assessment report (CAR), student will submit a total of ten (10) BARs in two groups of five reports to the instructor for feedback. The instructor may require a student to submit a third group of five BARs if, based on the instructor’s judgment, the student is not demonstrating professional writing in the first two sets of 5 BARs. Points are awarded for each BAR according to the rubric. Points include providing the required information and complying with APA standards for formal writing. Feedback will be given for changes required on BARs before those reports are combined into the CAR, but no additional points for corrections will be added to the grade on BARs.  **Culminating Assessment Report**  After completing all assessments, CU students will write a culminating assessment report (CAR) summarizing the results of all assessments completed. Include in an appendix a copy of any forms, checklists, or other resources and materials used to complete the assessments. The culminating report should be approximately 8 to 15 pages long. The final report should contain the following minimum sections: Introduction, student description including demographics, names of assessments, results, observations, strengths, weaknesses, and recommendations. The CAR is more that the BARS linked together. The CAR is an analysis and synthesis of the BARs material composed in a manner that describes and benefits the student assessed.  **People First Language and Professional Writing: Minimum Standards**  Language is powerful. Therefore, the language used in written and verbal communications should be respectful and professional at all times. Use people-first language when speaking and writing about people with disabilities. For example, say “ a person with a specific learning disability” rather than “an SLD person,” or “student with an emotional behavior disorder,” not “EBD student.” Please avoid using phrases such as “the severely retarded class,” “the handicapped,” “the disabled,” or other phrases that emphasize disability rather than the individual.  All written assignments must be prepared in a professional manner using MS Word. *Professional* is defined as using appropriate grammar, conventional spellings, and, as appropriate, the APA Sixth Edition (2010) guidelines. Grammar includes use of abbreviations, capitalizations, and punctuation. Do not use contractions unless directly quoting a speaker. Use abbreviations after spelling out the term fully the first time; for example, emotional behavior disorders (EBD). Avoid capitalizing disability categories (e.g., speech and language disorders or cognitive impairment), and school subjects (e.g., math, reading, or science) unless the disability or subject is a proper noun (e.g., Asperger syndrome or English). Headings and subheadings, as appropriate, should be used to organize writings. All work must be double spaced without additional space between paragraphs. Points are lost each time an error occurs within each assignment.  **Incomplete Policy**  *In accordance with Special Education Program policies at Campbellsville University, students failing to complete requirements within the timeframe of a course can request an Incomplete from the professor by filling out the request form. This form can be received by contacting the Special Education Program Office or by accessing the University web page. Course work and other requirements to change the “I” grade must be completed by the end of the following 10 weeks. It is the student’s responsibility to request and make arrangements with the professor in order to receive an “I”. If by the end of the designated time the requirements have not been met the professor will change the “I” to an “F.”*  **Campbellsville University’s Online Course Attendance Policy**  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5% or 1/8th of the scheduled classes) without contact, the student will be issued an official warning. After the second week (25% or 1/4th of the scheduled classes) without contact with the professor, the student would fail the course and a “WA” grade would be recorded.  **Academic Integrity Statement**  Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog, in press)  Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.  If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.  *Special note to students enrolled in special education program: All students are required to take an online module regarding plagiarism/cheating before beginning formal coursework.*  **Technical Support and Assistance**  Students are required to have a computer, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.  **Disability Statement**  Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.  **Title IX**  Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.  Title IX Coordinator:  Terry VanMeter  1 University Drive  UPO Box 944  Administration Office 8A  Phone – 270-789-5016  Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)  Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)  **References**  *A practical guide to reading assessments.* (2000). A Joint Project of the U.S. Department of Education, the International Reading Association, and HCI The Life Issues Publisher (Health Communication, Inc.)  Airasian, P.W. 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