

ELIS 4803 - Modern Classroom Assessment

Fall 2026 Syllabus, Section 01, CRN 41862,

Credit hours: 3

Instructor

Lindsay Thomas

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Public Instructor Information

Instructor Title: Adjunct Professor

Instructor Professional Qualifications: Bachelor's of Art Degree from the University of Mount Union in Early Childhood Education. Masters of Education from Westminster College in General Education with endorsements. Currently have a Five -Year Professional Early Childhood License (Grades P-3) with a concentration in Reading (P-3) and Reading (PreK-12).

Instructor Office Location: Beehly Room 2423

Instructor Office Phone: 330- 565-9255

Course Description

4803. Modern Classroom Assessment. Development of skills in referral and assessment techniques for the special educator in the areas of mild/moderate disabilities, including the role of the special educator in the pre-referral, identification, placement, evaluation/assessment processes of children with disabilities as well as the educator's role on IFSP and IEP teams, Response to Intervention (RTI) teams, and Intervention Assistance Teams (IAT). Emphasis will be given to both informal and formal methods such as observation, authentic assessment, rubrics, inventories, interviewing, curriculum-based measurement (CBM), and formal standardized measures and interpretation of scores. Prereq.: TELS Upper Division Status. ELIS 3700, TERG 3703. Coreq.: ELIS 4800, ELIS 4801, ELIS 4802, ELIS 4804. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Choose One	Assessing Students with Special Needs		

Textbook:

Kritikos, E. P., McLoughlin, J. A. & Lewis, R.B. (2018). *Assessing students with special needs* (8th ed). Pearson.

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/24	Chapter 1 Special Education Assessment	Week 1 - Course Overview/Introductions. 1.Review syllabus; 2.Intro to course tools. 3.Building classroom community. 4.What is an Assessment? Pre-Test on what it is and discuss it and how to use them in classrooms to help identify students with learning disabilities.	
8/31	Chapter 2: The Assessment Process	Discuss the Assessment Process RTI/ MTSS. Discuss the discrepancy model vs RTI/MTSS and how students qualify for services under IDEA.	



9/7	Chapter 3; Parents and Families in the Assessment Process	Parental/Family Involvement in the Assessment Process. A Parent's Guide to the Individuals with Disabilities Education Improvement Act of 2004. Discuss when and how to get families involved in the assessment process. Discuss procedures to include families and what to do if a family refuses to grant permission for testing. Read: Chapter 3 - Parents and Families in the Assessment Process.	
9/14	Chapter 4; Selection of Assessment Tools	Discuss various types of assessments from formal to informal and when, how, and by whom is each type used for.	Graphic Organizer is Due!
9/21	Chapter 11; Academic Achievement	ETR/MFE Introduction to Ohio Required Forms: Referral and ETR Formative Assessment Tools and Strategies Academic Achievement. Discuss the various forms of academic achievement (Norm vs Criterion Referenced) tests and who give them. Included in this discussion will be how to use the data for placement into SPED. Learn about the process of developing an ETR. o	
9/28	Read the article: Building Compassionate IEP Meetings	MFE/ETF & IEP Continuation of ETR process developing an IEP team and process to review an IEP. Work in small groups on ETR/ IEP practice in - class sharing of itnerview reports.	Interview Due this week!
10/5	Chapter 5; Standardized Testing	Formal (Standardized) Assessment tools. Discuss the various forms of standardized tests and who gives them. Included in this discussion will be how to use the data for instructional purposes and placement into SPED	
10/12	Chapter 7; Intellectual Performance	Formal (Standardized) Assessment tools. Discuss IQ tests and who gives them. Included in this discussion will be how to use the data for instructional purposes and placement into SPED	
10/19	Chapter 9; Learning Disabilities	Formal (Standardized) Assessment tools; Discuss various forms of standardized tests and who gives them for SLD. Included in this discussion will be how how to use the data for instructional purposes and placement into SPED	Midterm Reflection Due this week! (No prep needed and in class)
10/26	Chapter 6; Classroom Assessments	Informal (Classroom) Assessment Tools. Discuss the various forms of classroom assessments, including CBMs, and who gives them. Included in this discussion will be how to use the data for instructional purposes and placement into SPED	
11/2	Chapter 14 Mathematics	Formal and Informal Math tests. Modifying classroom math assessments. Discuss the various forms of formal math tests and who gives them. Included in this discussion wil be how to use the data for placement into SPED and goals and objectives for an IEP. Modifying CBM for the identified students with special needs will also be discussed.	Math CBM Due this Week!

11/9	Chapter 15; Writing and Oral Language	Formal and Informal Writing and Oral Language tests. Modifying classroom writing assessments. Discuss the various forms of formal written and oral tests and who gives them. Included in this discussion will be how to use the data for placement into SPED and goals/objectives for an IEP. Modifying CBM for the identified students with special needs will also be discussed.	Writing CBM Due this Week!
11/16	Chapter 12; English Language Learners	Assessing English Language Learners. Discuss the various forms of assessments for English Language Learners and who gives them. Included in this discussion will be how to use the data to determine if the child has a true disability or if the language barrier is causing the deficit in learning. Work time for Critical Task.	Critical Task Part 1 and 2 due on Blackboard AND SLL on November 28 at 11:59 pm
11/23	Chapter 16 Early Childhood Assessment	Assessing Early Childhood Learners. Discuss the various forms of assessments for Early Childhood learners and who gives them. Included in this discussion will be how to use the data to determine if the child has a true disability or if the language barrier is causing the deficit. In class Critical Task time	Critical Task Part 1 and 2 due on Blackboard AND SLL on November 28 at 11:59 pm
11/30		Class Presentations: Presenting on Critical Tasks Case Study (Part 1). Final Reflection	Final Reflection Due NEXT Week!
12/7		Final Reflection due (at home)	Final Reflection Due this Week!

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