ELIS 4803 - Modern Classroom Assessment

Fall 2026 Syllabus, Section 02, CRN 41926,

Credit hours: 3

Instructor

Carla Collins

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Public Instructor Information

Instructor Title: Mrs. Carla Collins

Instructor Professional Qualifications: Bachelor of Science (B.S.) YSU, Early Childhood Education and Teaching, 2007; Master of Science (M.S.) YSU, Special Education and Teaching, 2013

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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
Required			

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

Day	Date	Reading(s)	Proposed Topic	Due/To Prepare for Class
Tue	8/25	Chapter 1 Special Education Assessment	Week 1- Course Overview/Introduction: 1. Review syllabus 2. Introduction to course tools 3. Building Classroom Community 4. What is Assessment? Pre-test on what is assessment as well as a discussion on what is assessment and why and how it is used in classrooms and to identify students with learning disabilities	
Tue	9/1	Chapter 2 The Assessment Process	Week 2- Discuss the Assessment Process RTI/MTSS Discuss the discrepancy model vs RTI/MTSS and how students qualify for services under IDEA.	

Tue	9/8	Read: Chapter 3 Parents and Families in the Assessment Process	Week 3- 9/10 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 are involved in the assessment process. Discuss the 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	
Tue	9/15	Chapter 4 Selection of Assessment Tools	Week 4- 9/17 Assessment Tools Discuss the various types of assessments from formal to informal and when, how and by whom is each type used. Chapter 4 Selection of Assessment Tools Due: Diagnostic Graphic Organizer	Due: Diagnostic Graphic Organizer- Saturday, September 19 at 11:59 PM
Tue	9/22	Chapter 11 Academic Achievement	Week 5- 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 gives them. Included in this discussion will be how to use the data for placement into SPED. Learn about the process of developing an ETR	
Tue	9/29	Read the article: Building Compassionate IEP Meetings	Week 6- MFE/ETR & IEP Continuation of ETR Process Developing the IEP team and process (review) Station Work: Work in small groups on ETR/IEP practice In-class sharing of interview reports	Due: Interview Report Saturday, October 3 at 11:59 PM
Tue	10/6	Chapter 5 Standardized Tests	Week 7- 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	
Tue	10/13	Chapter 7 Intellectual Performance	Week 8- 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 Chapter 7 Intellectual Performance	
Tue	10/20	Chapter 9 Learning Disabilities	Week 9- Formal (Standardized) Assessment tools Discuss the various forms of standardized tests and who gives them for the SLD. Included in this discussion will be how to use the data for instructional purposes and placement into SPED	Due: Midterm Reflection (in class no preparation needed- WILL TAKE IN CLASS))
Tue	10/27	Chapter 6 Classroom Assessments	Week 10- 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	

Tue	11/3	Chapter 14 Mathematics	Week 11- 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 will be how to use the data for placement into SPED and goals and objectives for and IEP. Modifying CBM for the identified students with special needs will also be discussed	Due: Math CBM on Saturday, November 7 at 11:59 PM
Tue	11/10	Read: Chapter 15 Writing and Oral Language	Week 12- Formal and informal Writing and Oral Language tests Modifying classroom Writing and Oral Language 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 and objectives for and IEP. Modifying CBM for the identified students with special needs will also be discussed	Due: Writing CBM on Tuesday, November 17 at 11:59 PM
Tue	11/17	Read: Chapter 12 English Language Learners	Week 13- 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.	
Tue	11/24	Read: Chapter 16 Early Childhood Assessment	Week 14- 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 learning. Work in class on critical task assignment	Due: Critical Task Part 1 & Part 2 due to Blackboard and SLL on Saturday, November 28 at 11:59 PM
Tue	12/1		Week 15- Class Presentations: Presenting on Critical Task Case Study Part 1 Week 16- Complete final reflection at home	Due: Final Reflection on Tuesday, December 8 at 11:59 PM
Tue	12/8		Final Reflection- Complete at home	Due: Final Reflection Tuesday, December 8 at 11:59 OM

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