



Academic Assessment: Determining Eligibility for Special Education

Microcredential/Badge Information

Issuing Organization Name	Provo City School District
Badge Topic	Academic Assessment- Woodcock Johnson IV or KTEA-3
Meets Lane Change Criteria? 17 hours= research, video reflection, collaboration, modeling, demonstration, classroom practice, student engagement, student impact, peer coaching.	Yes—eligible for Lane Change credit (optional course) or \$450.00 stipend (required course)

Badge Requirements

Sec. #	Section Name	Description	
1	Theory	Badge earners will demonstrate theoretical understanding of basic knowledge of psychometrics and how the Woodcock Johnson IV and the KTEA-3 are used to determine eligibility for special education services.	
Req. #	Req. Title	Requirement Description	Require Evidence (Y/N)
1.1	Research a. Identification, Location and Evaluation	1. Attend a 30 min. orientation meeting- Schedule with district special education personnel Or 1. Watch the orientation video (a) 1. Read: Pages 19-29 in Special Education Rules, Utah State Board of Education (a) 2. Read <i>The Art and Science of Testing: Why Assessing a Child is Not Child's Play</i> found at http://dyslexia.yale.edu/evaluator.html	Y

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<p>b. Building a Rapport with Examinees</p>	<p>.....</p> <p>(b) Read: Gaining Rapport in Child Interviews found at: http://www.ldail.com/index.php?option=com_content&view=article&id=30:gainingrapport&catid=15&Itemid=116</p> <p>Or</p> <p>(b) Read: <i>Who is Testing Whom</i> found at: http://www.ldonline.org/article/6032/</p> <p>.....</p>	
<p>c. Interpreting Assessment using Statistical Analysis</p>	<p>.....</p> <p>(c) 1. Read: <i>Understanding Grade Equivalents and Other Standardized Test Scores</i>, and</p> <p>(c) 2. Read: <i>Making Sense of Your Child's Test Scores</i>, and</p> <p>(c) 3. Read: <i>Understanding Test Scores: A primer for parents</i></p> <p>Or</p> <p>(c) Watch: <i>A Parents Guide to Assessment Part 2: Putting Results into Motion</i>, March 19th 2013 found at https://www.youtube.com/watch?v=5eT8_QFJ0vI</p> <p>.....</p>	
<p>d. Administering an Academic Assessment</p>	<p>.....</p> <p>(d) 1. Skim: <i>Assessment Timeline</i></p> <p>(d) 2. Review: <i>Code of Professional Responsibilities in Educational Measurement</i> found at: https://www.ncme.org/ncme/NCME/NCME/Resource_Center/LibraryItem/Code_of_Professional_Responsibilitie.aspx</p> <p>OR</p> <p>(d) 2. Watch: video <i>Cannon 1. Demonstrate honesty, integrity, and professionalism</i>. Multimedia Presentation found at https://nces.ed.gov/forum/dataethics_course.asp</p> <p>.....</p>	
<p>e. Scoring an Academic Assessment</p>	<p>.....</p> <p>(e) 1. Review: PowerPoint: <i>Scoring Terminology Used in Special Education</i></p> <p>(e) 2. Review: the Examiner's Manual (either WJ IV or KTEA-3) – administration and scoring section</p> <p>.....</p>	
<p>f. Reporting Findings</p>	<p>.....</p> <p>(f) 1. Read: <i>Test Protocols</i></p> <p>(f) 2. Read: Chapter 10 – <i>Components of a Professional Evaluation Report</i></p> <p>(f) 3. Read: <i>Don't 'Cherry-pick' Results of Assessment Repots</i></p> <p>(f) 4. Skim: HMH Assessments <i>Glossary of Testing, Measurement, and Statistical Terms</i> (Use as a reference when writing report and presenting data)</p>	

1.2	School-based training	Review: the WJ IV or KTEA-3 Examiner's Manual/protocols/Testing Book with assigned SpEd coach or Facilitator using <i>School-based Training Assessment Checklist</i> to guide discussion	Y
1.3	Training Module (For Training only)	<p>1.3 1.Create: Prepare a training PowerPoint/Keynote that summarizes the six areas you have studied in the Theory Section. Include:</p> <ol style="list-style-type: none"> 1) At least FOUR quotes from the readings 2) Graphics that illustrate each of the areas (see Research Section) 3) A slide that contains a summary statement for each area 4) At least 18 slides, but not more than 30 <p>1.3 2. Use your PowerPoint/Keynote to teach a five-minute mini-lesson to a peer or small group of peers. Have peers fill out the <i>Assessment - Peer Critique</i> sheet.</p> <p>OR</p> <p>1.3 2. Record yourself doing the presentation and submit to district special education personnel.</p>	Y

Sec. #	Section Name	Description	
2	Demonstration/Modeling	Badge earners will view and critically evaluate demonstrations of administering the WJ IV or the KTEA-3.	
Req. #	Req. Title	Requirement Description	Require Evidence (Y/N)
2.1	Videos c. Administration	<p>2.1 1. Watch: For WJ IV- SPED - 533 Woodcock Johnson IV found at: https://www.youtube.com/watch?v=R2o0UcdvSjQ</p> <p>Or</p> <p>2.1 1. Watch: For KTEA - KTEA-3 found at: https://www.youtube.com/watch?v=UQDpNXe4xLc</p> <p>2.1 2. Watch: the Q-Global Training Series found at: http://downloads.pearsonclinical.com/videos/020717-qglobal-overview/Q-global-Overview.mp4 beginning at 10:30/30:12 and ending at 26:29/30:12</p> <p>Or</p> <p>2.1 2. Watch: WJ IV Online Scoring Webinar found at: http://www.asec.net/VideoTrainings/WJ-IVOnlineScoringWebinar60minutes.htm</p> <p>2.1 3.Contact Shauna Raby for a license to use Q-Global (KTEA-3) Or Nick Theodosis for Compuscore (WJ-IV)</p>	Y

2.2	Live Demonstrations	Use the <i>Observer Assessment Checklist</i> to observe a qualified test administrator give the WJ IV or KTEA-3 to at least TWO students.	Y
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Sec. #	Section Name	Description	
3	Practice	Badge earners will show evidence of consistent practice administering, scoring and interpreting either the WJ IV or the KTEA-3.	
Req. #	Req. Title	Requirement Description	Require Evidence? (Y/N)
3.1	Practice Tests	Video record yourself giving at least two subtests of the WJ IV or KTEA-3 to TWO individuals (can be adults or children) – not students who have been referred for evaluation or three-year re-evaluation. Critique yourself as an administrator using the <i>Academic Assessment Self Checklist</i> as you watch your video.	Y
3.2	Scoring	Using an assessment that was given by a qualified evaluator and under his/her direction, score the WJ IV or KTEA 3 using the appropriate on-line scoring tool (WJ Online Scoring and Reporting System or Q Global). Run a report.	Y
3.3	Student Impact	Work with a coach/special educator to determine appropriate IEP goals and interventions/modifications for a student who was tested by the coach or special educator.	Y

Sec. #	Section Name	Description	
4	Peer Coaching/Collaboration	Badge earners will give and receive peer coaching on the administration, scoring and interpretation of academic assessments.	
Req. #	Req. Title	Requirement Description	Require Evidence? (Y/N)
4.1	Receive Feedback	Administer at least two complete tests under the supervision of a qualified special educator. The qualified special educator should complete the <i>Observer Assessment Checklist</i> . Another beginning special educator could be invited to observe as part of their “give feedback” assignment. These tests may be used for eligibility determination. Do not stop and discuss the test while conducting the tests.	Y

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		<p>Do not discuss specific answers with the examinee. Record any questions that arose during the testing and discuss those with the observer.</p> <p>During this practice, the examiner should strive for two goals: first exact administration and second, time-efficient, brisk administration.</p> <p>Discuss these assessment sessions using the Checklists with the qualified special educator.</p>	
4.2	Give Feedback	<p>Observe another beginning special educator as they give an academic assessment using the <i>Observer Assessment Checklist</i>.</p> <p>Discuss the assessment session using the Checklist as a guide in providing positive, constructive feedback.</p>	Y

Sec. #	Section Name	Description	
5	Submission	Badge earners will clearly interpret a student's performance on either the KTEA-3 or Woodcock Johnson IV through a professional written report.	
Req. #	Req. Title	Requirement Description	Require Evidence? (Y/N)
5.1	Review Evidence	<p>Write a 2-5 page professional report on one of the test subjects. The report should include:</p> <ol style="list-style-type: none"> 1. A general description of the content and use of the assessment measure. 2. A description of the testing session 3. A description of the specific results obtained from each subtest and cluster administered 4. An overall summary of the subject's performance 5. A recommendation for further testing and/or educational placement 6. Recommended IEP goals 7. Recommended academic interventions and modifications based on research that will enable the student to access the core curriculum. <p>- Use the Special Education "Black Binder" and <i>Woodcock-Johnson IV: Reports, Recommendations and Strategies or Essentials of KTEA-3 and WIATT Assessment</i> (available for checkout from Shauna) for recommended IEP goals, interventions and modifications.</p> <p>Additional Support:</p>	Y

		<ul style="list-style-type: none"> - Professional Evaluation Report--created by a beginning special educator for the assessment class. - See “Reports” in <i>Woodcock-Johnson IV: Reports, Recommendations, and Strategies</i> - See Writing a Comprehensive Report in Special Education 	
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Completion Checklist:

Section	Learning Target	Performance of Understanding with Success Criteria	Date Completed	Evidence Accepted (Coach/Facilitator/District) initials of approval
#1 Theory				
Sec. 1.1 Research	I can demonstrate a theoretical understanding of basic knowledge of psychometrics and how the Woodcock Johnson IV or the KTEA-3 is used to determine eligibility for special education services.	Oral discussion with a district leader OR 4-6 page paper 23 correct items addressed		
Sec. 1.2 School-based Training				
Sec. 1.3 Training Module				
#2 Demonstration/Modeling				
Sec. 2.1 Video Demonstration	I can view and critically evaluate demonstrations of administering the WJ IV or the KTEA-3.	2 completed <i>Observer Assessment Checklist</i>		
Sec. 2.2 Live Demonstration		All items marked as having been completed and/or discussed		
#3 Practice				
Sec. 3.1 Practice Tests	I can show evidence of consistent practice administering, scoring and interpreting either the WJ IV or the KTEA-3.	1) Academic Assessment Administration Self-Evaluation		
Sec. 3.2 Scoring		All items marked as having been completed or rationale as to why not		
Sec. 3.3 Student Impact				

		interventions/modifications for a student who was tested by the coach or special educator		
		3 goals, interventions or modifications		
#4 Peer Coaching/Collaboration				
Sec. 4.1 Receive Feedback	I can give and receive peer coaching on the administration, scoring and interpretation of academic assessments.	Completed Observer Assessment Checklist		
Sec. 4.2 Give Feedback		All items marked as having been completed or discussed		
#5 Submission: Review Evidence				
	I can interpret a student's performance on either the KTEA-3 or Woodcock Johnson IV through a professional written report.	Professional Written Report		
		7 required items addressed		