



School of Education and Behavioral Science  
Education Division

## EDUC 662 ASSESMENT OF EXCEPTIONAL CHILDREN

Online Asynchronous

Credits: #3      Section: #90-3 Term: Accel Winter/Jan 12 – March 23, 2026

### Instructor Information



**Instructor:** Dr. Lorene Unten

**Email:** [lorene.unten@chaminade.edu](mailto:lorene.unten@chaminade.edu)

**Phone:** 808-429-8581

**Virtual Office:** Lorene Unten's Zoom Meeting (actual web will be provided after meeting setup)

**Virtual Office Hours:** [By appointment]

#### Communication

Via email or mobile phone. I will respond within 24hrs/48hrs)]

### School & Department Information

#### School of Behavioral Science and Education

Office Location: 3140 Waialae Avenue, Honolulu, Hawaii 96816

<https://chaminade.edu/education-behavioral-sciences/doctorate-of-education/> Phone: (808) 739-8340 If you have questions regarding the course, reach out to your Instructor Dr. Unten or the Department of Education and Behavioral Sciences

### Course Description & Materials

#### Catalog Course Description

Quantitative and qualitative assessment of students referred to or enrolled in special education programs. Major topics include behavioral observation, psychometric properties of tests, cognitive test of ability, perceptual-motor tests, and measures of social and emotional functioning. *Co-requisites/Pre-Requisites:* [Add relevant info, e.g., ENG 22 or ENG 24 or equivalent or higher with a grade of "C" or better and MATH 82 or equivalent or higher with a grade of "CR" or consent of instructor]

### Time Allocation

Credit Hour Policy This is a three-credit course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 1.5 hours per week on your Weekly Discussions, 1.5 hours per week on Weekly Assignments, 20 hours total for administering assessments and writing reports, 20 hours in total Planning Strategies for IEP Report/Lesson Plan, a total of 15 hours of work on your behavioral assessment and report writing, and 30 hours in total developing your Signature Assignment that includes: 1) Powerpoint slides; 2) Including Qualitative and Quantitative assessments; 3) Behavior Assessments; 4) Perceptual Motor Assessments; 5) Standardized Academic Assessments; (6) Psychological Assessments; and, (7) Alternate Assessment Portfolio. An additional 10 hours of work is required beyond what is listed here to complete your course readings and learning strategy planning. This additional work will average about 1 total hour per week.

### Required Materials

Title: Assessing Students with Special Needs, 5<sup>th</sup> Edition

Author: John J. Venn

ISBN: ISBN-13: 9780137416288

Publisher: Pearson

Edition: 5th

Year: 2014

**Protocols:** Wilkinson, Gary S. (2006). Wide Range Achievement Test 5 (WRAT5), WRAT5 Blue Test Forms (pkg/25), WW-5778-TB, Psychological Corporation. **DO NOT PURCHASE UNTIL INSTRUCTED IN CLASS**

**Optional Text:** Gibb, Gordon S. (2007). Guide to Writing Quality IEP. ISBN-13-978-0-205-49545-0

Canvas (<https://chaminade.instructure.com>)

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of the M.A. in Teaching, Special Education students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for SPED students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for SPED students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for SPED students.

4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

**Course Learning Objectives:** At the end of this course, the students will:

CLO 1	Create a powerpoint presentation that evaluates the diagnostic, formative, and summative assessments both informal and formal.
CLO 2	Administer academic and behavioral assessment and provide a diagnostic report of the outcomes.
CLO 3	Utilize the assessment information to write appropriate Individualized Education Program (IEP) goals for special education students and write an appropriate Lesson Plan to meet the needs of the IEP.

### Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

[Include a paragraph that explains how this course specifically addresses one or more of the Marianist values listed above.]

### Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.

2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

#### Alignment of Course Learning Outcomes

<b>Alignment of Learning Outcomes:</b>	<b>CLO 1</b>	<b>CLO 2</b>	<b>CLO 3</b>
<b>Essential Questions</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Marianist Values</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>WASC Core Competencies</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Program Learning Outcomes</b>	<b>X</b>	<b>X</b>	

#### Course Activities

#### Course Requirements

<b>Assignment</b>	<b>Pts</b>	<b>Assignment Description</b>
Weekly Article/Presentation Assignments (6)	30	Each week, students will read article(s) or presentations of the context and answer questions regarding the readings. Provide 1-2 paragraphs for each question.
Weekly Case Study Assignments (5)	25	Each week, students will read cases and write an analysis. In this analysis, the students will answer the prompts selected from the text and determine whether other assessments (e.g., behavioral observation, psychometric instruments, use of standardized and diagnostic achievement tests, perceptual-motor tests, and measures of social and emotional functioning) are warranted. The case reports shall be submitted to class for a response to one classmate or a point will be deducted. Full

		points will be awarded to those who turn in assignments on time, and who responds to one classmate.
Assessment Results/Diagnostic Reports	30	Read the "WRAT" tab for purchases of assessment protocol. Students will administer an academic assessment according to instructions given in the "WRAT" tab to three subjects and develop diagnostic reports from the results of the testing based upon strengths and weaknesses. The diagnostic reports shall reflect the perceptual strengths and weaknesses of the subjects for their Present Levels of Educational Performance (PLEP) section of the IEP. A template will be provided. Further information on how to administer and purchase the assessment will be discussed online.
WRAT Reflection	10	Students will answer questions regarding their experience administering WRAT to their subjects. Students will also respond to one (1) of their classmates regarding their postings to receive full points.
Behavior Assessment and Report	20	A behavior assessment will be conducted with one of the students that you have administered the WRAT. Read the "Behavior Assessment" file and follow the instructions to administer the assessment along with writing the report.
IEP Report/Lesson Plan	40	Students will develop an IEP from one of their tested subjects with goals and objectives in math, reading, and behavior on a template. The IEP will align with Common Core standards in at: <a href="http://standardstoolkit.k12.hi.us/common-core/">http://standardstoolkit.k12.hi.us/common-core/</a> . Along with the IEP, the student will develop a <b><u>Lesson Plan that will support the IEP in either math or language arts, student may choose one.</u></b> Both the IEP and Lesson Plan templates will be provided. (5-7 pages).
<b>Signature Assignment (SA)</b>	90	<p>Students will create at least 20 slides in this powerpoint presentation. The presentation shall include the following six (6) types of qualitative and quantitative assessments to be downloaded as a .pptx or .ppt file:</p> <ul style="list-style-type: none"> <li>• Qualitative Assessments to measure social and emotional functioning, observations (choose one from the following): <ul style="list-style-type: none"> <li>• Conner's Rating Scale</li> <li>• Social Skills Rating System</li> <li>• Walker-McConnell Scale of Social Competence and School Adjustments</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>Behavior Assessments (choose one from the following): <ul style="list-style-type: none"> <li>Achenbach</li> <li>Behavioral and Emotional Ratings</li> <li>Behavior Assessment System for Children – 2 (BASC-2)</li> <li>Adaptive Behavior Inventory</li> </ul> </li> <li>Perceptual Motor Assessments (choose one from the following): <ul style="list-style-type: none"> <li>Visual-Motor Integration (VMI)</li> <li>Motor-Free Visual Perception Test-Vertical (MVPT-V)</li> <li>Bender Visual Motor Gestalt Test</li> <li>Luria-Nebraska Neuropsychological Battery</li> </ul> </li> <li>Standardized Academic Assessments (choose one from the following): <ul style="list-style-type: none"> <li>Early Childhood Assessment – Brigance Inventory of Early Development II</li> <li>Wechsler Individual Achievement Test</li> <li>Woodcock Johnson III</li> <li>Stanford Achievement Test Series – 10<sup>th</sup> edition (select one of the three: Stanford Early School Achievement Test, Stanford Achievement Test or Stanford Test of Academic Skills)</li> </ul> </li> <li>Psychological Instruments for Cognitive Measure (choose one from the following): <ul style="list-style-type: none"> <li>Stanford-Binet – 5<sup>th</sup> edition</li> <li>Wechsler Intelligence Scale for Children IV</li> <li>Kaufman Brief Intelligence Test (K-BIT)</li> <li>Slosson Intelligence Test – Revised 3</li> <li>Wechsler Scale For Children – Third Edition (WISC-III)</li> </ul> </li> </ul>
<b>Introductions</b>	5	<p>6. Other Assessment (there is only one):</p> <ul style="list-style-type: none"> <li>Alternate Assessment Portfolio</li> </ul> <p>Students will post an introduction by the first week of class for attendance.</p>
Total Points	250	<p>A = 225-250 points B = 200-225 points</p> <p>Anything under 200 points is not a passing grade and the class will have to be re-taken</p>

**\*\*You will lose 2 points/day each day assignment is late until points are exhausted then assignment will not be accepted unless contact has been made with instructor.**

**Assessment:** Your performance in this course will be assessed according to the following rubrics for the IEP/Lesson Plan and Signature Assignment.

IEP/LESSON PLAN				
	Exceeds (8 pts)	Meets (6.4 pts)	Falls Below Expectations (5.6 pt)	Does Not Meet (1 pt)
<b>IDEAS</b>	Thoroughly developed an IEP and Academic Plan in detail to support subject's needs. Alignment with IEP and Lesson Plan is appropriate according to research-based strategies.	Information captured the essence of the assignment posed for this paper.	Missing 2 or more essential components	No development of an IEP and Lesson Plan
<b>ORGANIZATION &amp; COHERENCE</b>	Exceedingly organized which reflects the flow of the IEP and Lesson Plan that is coherent.	Organization and flow of summary reflects content of the assignment.	Missing 2 or more essential components	No organization according to the elements of the IEP and Lesson Plan.
<b>STYLE</b>	Appropriateness to the development of the IEP and Lesson Plan in sentence style that fit the purpose.	Uses words accurately and effectively. Sentence style fit the audience and purpose.	Missing 2 or more essential components	Incoherent alignment of IEP to student's needs and strengths. Lesson Plan is not logical.
<b>SUPPORT</b>	Accurately accounts for research-based evidence that meets the needs of the student.	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. Sent via LiveText.	Missing 2 or more essential components	No research-based evidence found in documents.
<b>MECHANICS</b>	Exceedingly well done with no errors.	Almost entirely free of spelling, punctuation,	Missing 2 or more essential components	Multiple errors in mechanics.

		and grammatical errors.		
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<b>Special Education Resource Manual PowerPoint RUBRIC</b>				
	<b>Exceeds (22.5 pts)</b>	<b>Meets (18 pts)</b>	<b>Falls Below Expectations (15.75 pt)</b>	<b>Does Not Meet (1 pt)</b>
<b>IDEAS</b>	A solid presentation, responding appropriately to assignments including the types of educational settings and strategies for instructional delivery. Clearly stated each strategy and its purposes. Understands and evaluates its sources, clearly defines terms.	Information captured the essence of the assignment posed for this presentation.	Missing 2 or more essential components	No development of a presentation.
<b>ORGANIZATION &amp; COHERENCE</b>	Shows a logical sequence of ideas. It guides the reader through the chain of reasoning or progression of ideas on the IEP development including modifications and accommodations. Slides are creative and colorful.	Organization and flow of summary reflects content of the assignment with minimal creativity.	Missing 2 or more essential components	No organization
<b>SUPPORT</b>	Exceeds information on the types of support and the roles and responsibilities of each member delivering the IEP.	Use the support in appropriateness.	Missing 2 or more essential components	No presentation
<b>MECHANICS</b>	Exceedingly well done with no errors. Minimum of 15 pages included in presentation.	Almost entirely free of spelling and grammatical errors.	Missing 2 or more essential components	Multiple errors in mechanics.

### **Signature Assignment:**

To document candidates' progress toward the mastery of the requisite knowledge, skills, and dispositions for teacher licensure, all required courses have a signature assignment. Signature assignments are assessed via a rubric linked to the relevant program learning outcome(s). All signature assignments must be submitted through Canvas. The signature assignment for this course is the Powerpoint Presentation. Submission must be on a .ppt or .pptx file.



Each category will be organized by the following: Category (Qualitative and Quantitative Assessments to measure Social and Emotional Functioning, Behavior Assessments, Perceptual Motor; Standardized Academic Assessments, Psychological Instruments for Cognitive Measure, and Alternate Assessment Portfolio). Each category includes the following areas: Purpose, Description, Strengths and Weakness, Resources (List of websites and other resources related to section – minimum of 3 websites).

**\*The instructor has the right to change the syllabus at any time. \*\*You will lose 2 points/day each assignment is late until points are exhausted then assignment will not be accepted unless contact has been made with instructor.**

#### **Other Readings/Recommended Texts:**

Publication manual of the American Psychological Association. (6th ed.) (2001). Washington, DC: American Psychological Association. ISBN 1-55798-791-2.

State of Hawaii, Department of Education, Special Education Rules and Regulations, Chapter 60; and the 504 Act, that can be found at [http://doe.k12.hi.us/specialeducation/index\\_references.htm](http://doe.k12.hi.us/specialeducation/index_references.htm)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), can be found at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

#### **Other Resources:**

- Chaminade library at [www.chaminade.edu/library](http://www.chaminade.edu/library)
- Common Core Standards at <http://standardstoolkit.k12.hi.us/common-core/>
- Hawaii General Learner Outcome (GLO) at [http://doe.k12.hi.us/curriculum/GLO\\_rubric.htm](http://doe.k12.hi.us/curriculum/GLO_rubric.htm)
- Hawaii Teacher Standard Board (HTSB) at <http://www.htsb.org/>
- Individual with Disabilities Education Act (IDEA) at <http://idea.ed.gov/>

For technical questions: contact the Chaminade eCollege helpdesk at: [helpdesk@chaminade.ecollege.com](mailto:helpdesk@chaminade.ecollege.com), or call toll free at: (866) 647-0654

## **Course Policies**

### **Changes to the Syllabus**

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your your policies and expectations of how a student can obtain an I-grade (incomplete)]

## Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

## Important Information

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### [Nondiscrimination Policy & Notice of Nondiscrimination](#)

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### [CUH Alert Emergency Notification](#)

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### [Assessment for Student Work](#)

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### [Student with Disabilities Statement](#)

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kōkua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kōkua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.