



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2019

EDSE 518: Curriculum and Assessment of Students with Visual Impairments

Section DL1 - CRN: 17122

Section 6V1 - CRN: 22511

Section 6Y1 - CRN: 22525

3 – Credits

<b>Instructor:</b> Dr. Kim Avila	<b>Meeting Dates:</b> 1/23/2019 – 5/6/2019
<b>Phone:</b> 703.993.5625	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> kavila@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 7:10 pm
<b>Office Hours:</b> Monday and Wednesday 3:30-4:30 virtually and by appointment	<b>Meeting Location:</b> Online
<b>Office Location:</b> Finley 203A	<b>Other Phone:</b> N/A

**\*\*Note:** This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

**Quick links:** [Assignments](#) [Course Schedule](#)

**Prerequisite(s):** EDSE 511 (may be taken concurrently)

**Co-requisite(s):** EDSE 511

### **Course Description**

Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement. Notes: Delivered online. Offered by [Graduate School of Education](#). May not be repeated for credit.

### **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-

3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

### **Advising Tip**

Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

### **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 22, 2019

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason

campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes**

Upon completion of this course, teacher candidates/students will be able to:

1. Demonstrate knowledge of ethical considerations, legal provisions, and guidelines as related to the valid and relevant assessment of students with visual impairments.
2. Demonstrate an understanding of accommodations and modifications commonly used by students with visual impairment on standardized and non-standardized assessments.
3. Recognize the similarities between regular education curricula and the curricular needs of students with visual impairments, including those with multiple disabilities.
4. Gather background and family information relevant to the individual student's visual and educational needs.
5. Complete assessments, including the learning media assessment (lma), specific to students with visual impairments, including those with multiple disabilities.
6. Use assessment information to recommend literacy interventions for students with visual impairments.
7. Use assessment data to develop specific recommendations for modifications and accommodations for learning environments and educational materials.
8. Identify assessment strategies and tools for assessing areas of the expanded core curriculum.
9. Identify participation criteria for alternate and alternative assessment programs for students with visual impairments.

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of the Virginia Consortium for Teacher Preparation in Vision Impairment Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Visual Impairments PK-12. This program complies with the standards for teacher licensure established by the Council for

Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

### Required Textbooks

1. Goodman, S., & Wittenstein, S. (2003). Collaborative assessment: Working with students who are blind or visually impaired, including those with additional disabilities. New York, NY: AFB Press.
2. [Koenig, A., & Holbrook, C. \(1995\). Learning media assessment of students with visual impairments: a resource guide for teachers \(2nd ed.\). Austin, TX: Texas School for the Blind and Visually Impaired](#)

### Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Basic Reading Inventory Print w/CD-Rom: ISBN: 978-0-7575-9852-4

<http://www.kendallhunt.com/bri/>

Loftin, Marnee. (2005). *Making Evaluation Meaningful. Determining Additional Eligibilities and Appropriate Instructional Strategies for Blind and Visually Impaired Students*. Austin: Texas School for the Blind and Visually Impaired.

Holbrook, M.C., McCarthy, T., & Kamei-Hannan, C. (2017). *Foundations of education: Volume I history and theory of teaching children and youths with visual impairments*. New York, NY: American Foundation for the Blind Press.

Holbrook, M.C., McCarthy, T., & Kamei-Hannan, C. (2017). *Foundations of Education* (Second Edition). Volume II. Instructional strategies for teaching children and youths with visual impairments. NY: AFB Press. ISBN: 978-0-89128-339-3

Olmstead, J.E. (2005). *Itinerant teaching: Tricks of the trade for teachers of students with visual impairments*. NY: AFB Press.

Sacks, S. Z. Wolfe, K. E. (Eds). (2006). *Teaching social skills to students with visual impairments: From theory to practice*. New York: AFB Press.

### Additional Readings

More readings posted on Blackboard

Bell, E. C., Ewell, J. V., & Mino, N. M. (2013). National reading media assessment: Complete report. *Journal of Blindness Innovation and Research*, 3.

Celeste, M. (2006). Play behaviors and social interactions of a child who is blind: In theory and practice. *Journal of Visual Impairment & Blindness* 100, 75-90.

Erin, J. N., Hong, S., Schoch, C., & Kuo, Y. (2006). Relationships among testing medium, test performance, and testing time of high school students who are visually impaired. *Journal of Visual Impairment & Blindness*, 100, 523-532.

- Erin, J.N. & Koenig, A.J. (1997). The student with a visual disability and a learning disability. *Journal of Learning Disabilities*, 30, 309-320.
- Ferreira, V., & Albuquerque, C. P. (2017). Adaptation of a developmental test to accommodate young children with low vision. *Journal of Visual Impairment & Blindness*, 111, 97-111.
- Herzberg, T., Rosenblum, P., & Robbins, M. (2017). Teachers' experiences with literacy instruction for dual-media students who use print and braille. *Journal of Visual Impairment & Blindness*, 111, 49–59.
- Holbrook, M. C., & Spungin, S. J. (2009). Supporting students' literacy through data-driven decision-making and ongoing assessment of Achievement. *Journal of Visual Impairment & Blindness*, 10, 133-136.
- Kamei-Hannan, C., Holbrook, M., & Ricci, L. A. (2012). Applying a Response-to-Intervention model to literacy instruction for students who are blind or have low vision. *Journal of Visual Impairment & Blindness*, 106, 69-80.
- Kamei-Hannan, C. (2007). Exploring assessment processes in specialized schools for students who are visually impaired. *Journal of Visual Impairment and Blindness*, 101, 69-79.
- Kamei-Hannan, C. (2008). Examining the accessibility of a computerized adapted test using assistive technology. *Journal of Visual Impairment & Blindness*, 102(5), 261-271.
- Knowlton, M., Seeling, S., Martin, J., & Archer, M. (2003). Assessment review process for addressing visual impairment bias in the state of Minnesota's standardized tests. *Re:View*, 35, 7.
- Lohmeier, K. L. (2009). Aligning state standards and the expanded core curriculum: Balancing the impact of the No Child Left Behind Act. *Journal of Visual Impairment & Blindness*, 103(1), 44-47.
- Lusk, K. E., & Corn, A. L. (2006a). Learning and using print and braille: A study of dual-media learners, Part 1. *Journal of Visual Impairment & Blindness*, 100(10), 606-619.
- Lusk, K. E., & Corn, A. L. (2006b). Learning and using print and braille: A study of dual-media learners, Part 2. *Journal of Visual Impairment & Blindness*, 100(11), 653-665.
- McKenzie, A. R. (2007). The use of learning media assessments with students who are deaf-blind. *Journal of Visual Impairment & Blindness*, 101(10), 587-600.
- Morash, V. & McKerracher, A. (2017). Low reliability of sighted normed verbal assessment scores when administered to children with visual impairments. *Psychological Assessment*, 29, 343-348.
- Morash, V. S., & McKerracher, A. (2017). Beware of intelligence results based on common verbal tests. *Journal of Visual Impairment & Blindness*, 111, 187-190.
- Mullins, J. & Munro, M.P. (2017) Pursuing a common goal: Measuring the comfort level of educational diagnosticians to manage a caseload of students with visual impairments," *Journal of Human Services: Training, Research, and Practice*, 2. <http://scholarworks.sfasu.edu/jhstrp/vol2/iss2/2>
- Smith, D. W., & Amato, S. (2012). Synthesis of available accommodations for students with visual impairments on standardized assessments. *Journal of Visual Impairment & Blindness*, 106, 299-304.

- Steer, M., Gale, G., & Gentle, F. (2007). A taxonomy of assessment accommodations for students with vision impairments in Australian schools. *British Journal of Visual Impairment*, 24, 169-177.
- Towles-Reeves, E., Kleinert, H., & Muhomba, M. (2009). Alternate assessment: Have we learned anything new? *Exceptional Children*, 75, 233-52.
- Tutt, L.M., Lieberman, L.J., & Brasher, B. (2012). Physical education for students with visual impairments: A position paper of the Division on Visual Impairments Council of Exceptional Children. CEC, Arlington, VA.
- Zebehazy, K., Hartmann, E., & Durando, J. (2006). High-stakes testing and implications for students with visual impairments and other disabilities. *Journal of Visual Impairment & Blindness*, 100, 598-601.
- Zebehazy, K. T., Zigmond, N., & Zimmerman, G. J. (2012). Performance measurement and accommodation: Students with visual impairments on Pennsylvania's alternate assessment. *Journal of Visual Impairment & Blindness*, 106, 17-30.
- VDOE (2017). Evaluation and eligibility for special education and related services: Guidance document. Richmond, VA.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

#### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 518, the required PBA is Learning Media and Informal Reading Assessments. Please check to verify your ability to upload items to Tk20 before the PBA due date.

#### **Assignments and/or Examinations**

##### **Performance-based Assessment (Tk20 submission required)**

**Learning Media and Informal Reading Assessments:** All students will be required to complete an assessment of learning media on a student who is blind or visually impaired. You are to review the student's records, write an assessment history report, and conduct an appropriate assessment of learning media, which is to include an informal reading inventory (IRI). You will need to conduct observations of the student's use of sensory channels, integrate IRI and other data based assessment information, and interview relevant persons (student, teacher, and parent) about the child's literacy

skills and needs. Based on the information you gather you will write the LMA report. Comprehensive directions and the rubric are available on Blackboard.

**Note:** Both the assessment history report and learning media/reading assessment assignments must be conducted, completed, and written during the timeframe of this course. Candidates must complete the field assignment with an actual child who is visually impaired and may not use a report or scenario from a time prior to enrolling in this class. Reports must be conducted and written primarily by the teacher candidate in this class. Consultation and support with mentoring teachers/service providers is permitted and encouraged, but the assignments and report must be solely that of the candidate enrolled in this course.

### **College Wide Common Assessment (TK20 submission required)**

N/A

### **Performance-based Common Assignments (No Tk20 submission required)**

**Assessment History Report:** All students will use a process of thorough record review and interviews with family members and past teachers/support persons to create an assessment history on a student with a visual impairment. This will provide an easy-to-read all-in-one place record of all assessment information that has been gathered about this child and played a role in shaping his/her educational history. There will be four major tasks involved in this assignment:

1. Research and synthesis of major reports and records
2. Creation of assessment history document
3. Interview of family member or legal guardian, in addition to information from the history document
4. Critical analysis of child's assessment history and write-up

Rubric provided on Blackboard.

### **Field Experience Requirement**

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from [EDSEfld@gmu.edu](mailto:EDSEfld@gmu.edu) on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at [EDSEfld@gmu.edu](mailto:EDSEfld@gmu.edu).

If you are arranging your own field experience because you are a full-time



contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

### **Other Assignments**

**Weekly Participation.** Active participation in this course is required, as much of the content requires full engagement in discussions and activities. Each week, three participation points are available and may require submitting products, surveys, discussion board posts or other documentation. In certain weeks, candidates may not be required to submit an item. Participation points may be deducted for late arrival or early departure or all points may be withheld for an absence.

**Presentation: Assessment or curriculum for students with blindness and visual impairment:** Each candidate will select an assessment or a curriculum/program and prepare a presentation to share with the class on the procedures and relevancy for

students with b/vi. Candidates may select an assessment or curriculum that is specifically designed for students who are b/vi, one that may be used and adapted to meet the needs of this population or that is available and often used in education, but may or may not be suitable for students who are b/vi. Examples of assessments are: *The Brigance, Early Learning Accomplishment Profile, The Oregon Project for Preschool Children who are Blind or Visually Impaired, The Woodcock Johnson, The Developmental Reading Assessment*, etc. (Please refer to Goodman and Wittenstein (2003) for more suggestions on specific VI and general assessments.) Candidates who choose to evaluate and present on curricula may select one specifically designed for students who are VI or for the general population that may or may not be adaptable. Suggestions include, assistive training programs, such as the *JAWS Training Bundle, I-Am-Able, Transition Tote System* from APH, *Reach for the Stars* from APH, social skills curricula, self-advocacy programs, and core academic curricula, such as *Touch-Math*, etc. Candidates may check out assessments and curricula from their respective university libraries or may use a tool from their school system or own personal collection.

Candidates must sign up for a presentation date and selected curriculum/assessment by the second week of this course. Presentations will coincide with the topic outlined on each week. For example, if you choose to present on an early childhood assessment, your presentation will be on the date in which the class addresses early childhood assessments.

Presentations must include a slideshow or handout with all of the content described below and should last between 15-20 minutes. Slideshows/handouts must be posted prior to your scheduled presentation to Blackboard on the designated discussion board for the entire class to access.

<b>Criteria</b>	<b>Assessment Presentation</b>	<b>Curriculum/program Presentation</b>
<b>Title, APA citation, goals, target population</b>	Clearly state the goals of the assessment, what it assesses, the population it is intended for and why it is conducted.	Clearly state the goals of the curriculum and which population can benefit from working through this curriculum/program.
<b>Procedures</b>	Describe the assessment and scoring procedures.	Describe the procedures to work through this curriculum/program.
<b>Relevancy for students who are b/vi</b>	Was this test normed/standardized for students who are b/vi? Is the assessment recommended for this population? Do the publishers include a disclaimer/information for administering this exam to students who are VI?	Discuss if this program was created for students who are VI and/or if you believe it is suitable and/or can be adapted for this population.

<b>Accessibility and Adaptations</b>	What adaptations are available? How are standardization and results affected with adaptations? What are suitable adaptations for students who are VI? How can the test be adapted for students with VI and multiple disabilities? Is the exam accessible? Is it available in alternative formats? Is this test standardized on students who speak English as a second language?	What adaptations are available? Are curriculum materials available in accessible format? How can the curriculum be adapted for students who are b/vi, including those who have multiple disabilities? What language adaptations are available?
<b>Measuring progress</b>	How are scores reported and how may they influence eligibility, plan development, and instructional programming decisions?	What formative and summative assessment procedures or other measures are available to assess progress during and at the conclusion of the program?
<b>Your perspective</b>	Please share your insights on this assessment, if you would use/recommend it, when might you consider using all or parts and anything else that is important for other TBVIs to know.	Please share your insights on this curriculum/program, if you would use/recommend it, when might you consider using all or parts and anything else that is important for other TBVIs to know.

**Reading and course content reflections.** This course contains two written and question/answer assignments based on readings, lecture, and discussion content. Please ensure you stay current on course readings and take notes on lecture and discussion content. Questions may include but are not limited to eligibility for students with blindness and visual impairment, assessment considerations, challenges related to evaluation, accessibility, availability of reliable and valid instruments, recommendations for assessments and curricula/intervention based on case studies and scenarios, team collaboration, advocacy, and laws and policies that govern assessment and education. Citations will be required to support answers on certain questions. Candidates are advised to keep notes and citation records throughout the course of key information.

**Graduate project:** Each graduate candidate must select one menu option for this project.

- A. Social Skills Assessment:** Conduct a social skills assessment for a student with a visual impairment following the assessment protocol in the book, *Teaching Social Skills to Students with Visual Impairments*, published by AFB Press. You

may also use the checklists from the Assessment Kit published by TSBVI. Based on the assessment results, write a 3-4 page summary of the results and include recommendations for instructional goals.

- B. Expanded Core Curriculum Screening:** Conduct an ECC screening using the tool, *Functional Vision and Learning Media Assessment for Students Who are Pre-academic or Academic and Visually Impaired in Grades K-12*. Based on the results of the screening, write a 3-4 page summary of the strengths and needs of the student, areas that need more in-depth assessment, and recommendations for instructional goals.
- C. Collaborative Observation:** Conduct a collaborative observation of a student with visual impairment. Schedule and complete at least two 15-minute observations with another colleague(s) on the student's IEP team (e.g. occupational therapist, speech therapist, classroom teacher, etc.). You will need to include the following: 1) a description of the purpose of the observation, 2) summary of observation notes, 3) how the team observation enhanced your understanding of the student's abilities, 4) the next steps you will take for ongoing assessment.
- D. In-service project:** Create an in-service presentation to educate parents on assessments for students with blindness and visual impairment. You do not need to actually give this presentation for a group of parents, but you will need to create the presentation, handouts, and activities.

Your presentation materials should include:

- A PowerPoint or other presentation media that clearly provides the following:
  - Very clear, basic information. Remember, you are presenting to participants who may know nothing about VI at all
  - Assessment procedures for eligibility and plan development (FVA, LMA, O&M, AT, ECC, etc.)
    - You may want to summarize eligibility and plans, like the IEP, 504
  - A summary of each of these assessments, what they are and why they are administered
  - Assessments for other needs (like developmental testing, psychological, etc) and when these might be used and what limitations they present for students who are b/vi.
  - Who conducts these assessments and the TVIs role
  - How are they updated
  - How assessments are interpreted
  - How parents can be part of this process and how they can contribute information
  - List of resources to help parents learn more about assessments and other VI supports

Your in-service should include the following:

- At least one activity to engage the participants (parents)

- This can be an ice-breaker, group discussion, support-group type of activity, etc.
- An agenda/outline of the in-service and how long each section will take
  - Example: parent session 2 hours, ice-breaker 20 minutes, assessment overview 30 mins, activity (specify) 30 minutes, assessment specifics 20 minutes, resource share 20 minutes
- Submit any handouts or materials with your assignment to help me understand the format of your in-service

**E. Discrepancy Analysis:** You will conduct the DA on a real student based upon the information provided in class. Forms to record the results of your analysis will be provided. A 2-3 page paper will accompany the discrepancy analysis to describe the student, summarize his/her strength and weaknesses, and give recommendations for what you would teach the student to do to successfully complete a task or activity. More specific directions will be provided in class.

**F. Student Initiated Project:** Choose something not on this menu item list to do that is motivating for you and relates to assessing and/or teaching students who are blind and visually impaired. It should be comparable in terms of time spent with the other menu items. Instructor approval for your project must be obtained quickly for you to do this menu item.

## **Course Policies and Expectations**

### **Attendance/Participation**

This course is comprised of interactive discussion and lectures; attendance at each synchronous course meeting is mandatory. Only in the case of an emergency or other urgent situation will an absence be excused. Candidates must inform the instructor in advance of an upcoming, unavoidable absence, or as soon as possible if there is an emergency situation. It is up to the discretion of the instructor to excuse the absence, which may or may not allow makeup for participation points

### **Late Work**

All coursework must be submitted on time in the designated location on Blackboard. A candidate who has an approved accommodation for extended time must inform the instructor in writing, in advance with documentation for this approved accommodation from his/her Consortium university before an assignment requiring extended time is due. In the event of an emergency, candidates must inform the instructor of the situation; it is up to the instructor to determine if a scenario may warrant a time extension. Time extensions will not be granted retroactively and late work for any reason may be penalized points.

### Grading Scale

Percent	Points	Grade
93-100	279-300	A
90-92	270-278	A-
88-89	264-269	B+
83-87	249-263	B
80-82	240-248	B-
70-79	210-239	C
<69	<209	F

### Course assignments and points

Assignment	Points	Due date
Participation 14x3 plus 8 additional points for asynchronous session assignments	50	Weekly
Presentation: Assessment or curriculum for VI	50	Designated week
Reading and course content reflections 2x30	60	March 6 April 17
Assessment history report	30	March 20
Graduate project: select menu item	40	March 27
Complete learning media evaluation (field assignment and report)	70	April 10
Total	300	

\*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for

areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

### Class Schedule

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic	Reading and Assignments
<b>Jan. 23</b>	Course overview Introduction to assessment for students who are blind and visually impaired <ul style="list-style-type: none"> <li>• VI assessments and eligibility</li> <li>• Comprehensive assessment and frameworks for evaluation</li> </ul>	<a href="#">Blankenship (2011) Essential Assessment</a>  G&W Ch. 1 G&W Ch. 2  <a href="#">Evaluation and Eligibility For Special Education and Related Services: Guidance Document (VDOE, 2017)</a>
<b>Jan. 30</b>	<ul style="list-style-type: none"> <li>• Assessment overview continued</li> <li>• Background and history data collection</li> <li>• Report writing overview</li> <li>• Assessment data collection: methods for observation, quantitative, criteria, and performance based</li> </ul>	G&W Ch. 3 G&W Ch. 4 G&W Ch. 10  Erin & Koenig (1997)  Kamei-Hannan (2007) Steer, Gale, & Gentle (2007)
<b>Feb. 6</b>	<ul style="list-style-type: none"> <li>• Assessment for learning media: Part I</li> <li>• Developing an assessment plan and kit</li> <li>• Literacy evaluations, IRIs</li> </ul>	K&H Ch. 1  <a href="#">Lusk, Lawson, &amp; McCarthy (2013)</a>  Holbrook & Spungin (2009)
<b>Feb. 13</b>	<ul style="list-style-type: none"> <li>• Assessment for learning media: Part II</li> </ul>	K&H Ch. 2

Date	Topic	Reading and Assignments
	<ul style="list-style-type: none"> <li>• Sensory channels</li> <li>• Selecting literacy media</li> <li>• Dual media readers</li> <li>• Making data-based decisions</li> </ul>	<p>K&amp;H Ch. 3 K&amp;H Ch. 4</p> <p>Linked on Bb: Lueck, Erin, Corn, &amp; Sacks (2011)</p> <p>Herzberg, Rosenblum, &amp; Robbins (2017)</p>
<p><b>Feb. 20</b></p>	<p><b>Virginia AER Conference</b> <b>Asynchronous session</b></p> <ul style="list-style-type: none"> <li>• The <i>National Reading Media Assessment</i></li> <li>• ECC curriculum and assessment</li> <li>• Peer group meeting: student overview, kit and plan development</li> </ul>	<p>G&amp;W Ch. 5 G&amp;W Ch. 9 Lewis (2012) Sacks, Lueck, Corn, &amp; Erin (2011)</p> <p><a href="#">Tutt, Lieberman, &amp; Brasher (2012)</a></p> <p><a href="#">NRMA (NFB)</a></p> <p><a href="#">Bell, Ewell, &amp; Mino, (2013)</a> Readings linked on Bb</p> <p><b>Due:</b> Asynchronous session assignment</p>
<p><b>Feb. 27</b></p>	<ul style="list-style-type: none"> <li>• Assessment for learning media: Part III</li> <li>• LMAs for students with neurological/cortical visual impairment (CVI)</li> <li>• Continual assessment</li> <li>• Literacy media assessments: options for assessment methods and instruments</li> <li>• Standardized psychological assessments and visual impairment</li> </ul>	<p>K&amp;H Ch. 5 K&amp;H Ch. 6 K&amp;H Appendices</p> <p>G&amp;W Ch. 6</p> <p>Morash &amp; McKerracher (2017)</p> <p>Mullins &amp; Munro (2017)</p> <p><a href="#">APH FVLMA kit</a></p> <p><a href="#">APH LMA CVI</a></p>



Date	Topic	Reading and Assignments
<b>March 6</b>	<ul style="list-style-type: none"> <li>Implementing learning media evaluation findings into the IEP, program, curriculum, and instruction</li> <li>Adapting materials for students</li> <li>Early childhood assessments</li> </ul>	<p>G&amp;W Ch. 11</p> <p>Readings and early childhood assessment linked on Bb</p> <p><b>Due:</b> Reading and course content reflections I</p>
<b>March 13</b>	Spring Break	
<b>March 20</b>	<ul style="list-style-type: none"> <li>Accessibility and UDL</li> <li>Accessibility assessment</li> <li>Embedding accessibility in the physical and electronic learning environments</li> <li>Universal Design for Learning (UDL)</li> </ul>	<p>G&amp;W Ch. 8</p> <p><a href="#">Smith, Kelly, &amp; Kapperman (2011)</a></p> <p>Kamei-Hannan (2008)</p> <ul style="list-style-type: none"> <li>Readings linked on Bb:</li> <li><a href="#">UDL: Perkins School for the Blind</a> (Video)</li> <li>UDL: CAST</li> <li>Accessibility toolbars and assessments</li> </ul> <p><b>Due:</b> Assessment history report</p>
<b>March 27</b>	<ul style="list-style-type: none"> <li><b>Guest presenter:</b> Dr. Julie Durando: Assessment for students with multiple disabilities</li> <li>ECC curriculum and assessment: Self-determination</li> <li>Service delivery allocation and caseload assessments</li> </ul>	<p>Readings linked on Bb:</p> <p>AER Position Papers:</p> <ul style="list-style-type: none"> <li><a href="#">Caseload Analysis: A Critical Component of Quality Services for Students with Visual Impairments</a></li> <li><a href="#">Caseloads Based on Students' Assessed Needs</a></li> </ul> <p>Service delivery scales</p> <ul style="list-style-type: none"> <li><a href="#">Vision Services Severity Rating Scales (VSSRS)</a></li> </ul>

Date	Topic	Reading and Assignments
		<ul style="list-style-type: none"> <li>• <a href="#">VISSIT: Visual Impairment Scale of Service Intensity of Texas</a></li> </ul> <p>Additional reading posted on Bb.</p> <p><b>Due:</b> Graduate Student Project</p>
April 3	<ul style="list-style-type: none"> <li>• <b>Guest presenter:</b> Dr. Kristine Neuber: Technology assessment for students who are blind and visually impaired</li> <li>• Peer review session: literacy media reports</li> </ul>	<p>Please have a draft of your literacy media report ready for your group</p>
April 10	<ul style="list-style-type: none"> <li>• <b>Guest presenter:</b> Tracey O'Malley</li> <li>• SOL assessments and other standardized exams for students with visual impairments (SAT, ACT): test administration, accessibility, accommodations, and other considerations</li> </ul>	<p>Erin, Hong, Schoch &amp; Kuo (2006)</p> <p>Knowlton, Seeling, Martin &amp; Archer (2003)</p> <p>Smith &amp; Amato (2012)</p> <p>Zebehazy, Hartmann &amp; Durando (2006)</p> <p><b>Due:</b> Complete literacy media assessment report</p>
April 17	<ul style="list-style-type: none"> <li>• Discrepancy analysis</li> <li>• Goal and program development based on assessment data</li> <li>• Continual assessment for students with VI</li> <li>• Formative and summative assessment</li> <li>• IEP goal progress documentation, evaluation, and reporting</li> </ul>	<p>Readings posted on Bb</p> <p><b>Due:</b> Reading and course content reflection II</p>
April 24	<p><b>Guest presenter:</b> Julie Kay, transition for students with VI</p> <ul style="list-style-type: none"> <li>• ECC curriculum, and assessment:</li> <li>• Compensatory skills</li> <li>• Sensory efficiency</li> <li>• Vocational and transition</li> </ul>	<p>Reading posted on Bb.</p>

Date	Topic	Reading and Assignments
	<ul style="list-style-type: none"> <li>Adapted curricula for students with blindness and visual impairment</li> <li>Modifying and adapting curricula for individual students</li> </ul>	
<b>May 1</b>	Course conclusion Final discussions	Please be prepared to discuss your experiences conducting the assessment of learning media.

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services or with their disability accommodation office at their Consortium university. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns

regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

## Appendix

### Assessment Rubric(s)

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
<p>Description of learner background and interviews</p> <p>B&amp;VI, Standard 1</p> <p>Candidate summarizes learner background information from interviews and existing data and describes the impact of learners' academic and social abilities, attitudes, interests, and values on instruction.</p>	<p>Candidate provides an incomplete summary of relevant background information.</p> <p>Candidate does not interview a family member or legal guardian, teachers, or student. The candidate does not or partially provides the impact of learners' academic and social abilities, attitudes, interests, and values on instruction.</p>	<ul style="list-style-type: none"> <li>•Candidate describes the impact of learner's academic and social abilities, attitudes, interests, and values on instruction.</li> <li>•Candidate interviews parents or legal guardians and reports relevant background information (e.g. family and medical history) and concerns of family members.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate describes the impact of learner's academic and social abilities, attitudes, interests, and values on instruction.</li> <li>•Candidate interviews parents or legal guardians and reports relevant background information (e.g. family and medical history) and concerns of family members.</li> <li>•Candidate reports gaps and/or discrepancies in assessment data and seeks clarification and/or recommends</li> </ul>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
			continuing assessment.
<p>Relevant background information.</p> <p>B&amp;VI Standard 4</p> <p>The candidate gathers relevant background information from existing assessments and learner data.</p>	<p>Candidate provides a partial or incomplete synthesis of other existing assessment data or reports.</p>	<p>Candidate gathers relevant background information by synthesizing assessment data from a variety of reports, evaluations, and interviews.</p>	<ul style="list-style-type: none"> <li>•Candidate gathers relevant background information by synthesizing assessment data from all available reports, evaluations, and interviews.</li> </ul>
<p>Description of communication and linguistic background</p> <p>B&amp;VI, Standard 1</p> <p>The candidate will describe the effects of visual impairment on learning, experience and receptive and expressive literacy and communication and the effects of cultural and</p>	<p>Candidate does not adequately address the effects of visual impairment on learning and experience and receptive and expressive literacy and communication. Candidate does not adequately address the effects of cultural and linguistic differences and growth and development.</p>	<ul style="list-style-type: none"> <li>•Candidate describes the effects of visual impairment on learning, experience and receptive and expressive literacy and communication.</li> <li>•Candidate describes individualized strategies that are currently being used to enhance language development</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes the effects of visual impairment on learning, experience and receptive and expressive literacy and communication.</li> <li>•Candidate describes individualized strategies that are currently being used to enhance language development</li> </ul>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
linguistic differences on growth and development.		and teach communication skills to learner with visual impairment. •Candidate addresses the effects of cultural and linguistic differences on growth and development.	and teach communication skills to learners with visual impairment. •Candidate addresses the effects of cultural and linguistic differences on growth and development. •Candidate cites and summarizes research literature from the field of visual impairment to support statements related to the above topics.
Use of specialized terminology  B&VI Standard 4  The candidate uses specialized terminology in assessing individuals with visual impairments	Candidate does not use or inaccurately uses specialized terminology in assessing students with visual impairment.	Candidate accurately uses specialized terminology used in assessing individuals with visual impairments.	Candidate precisely uses specialized terminology used in assessing individuals with visual impairments.

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
<p>Use of sensory channels</p> <p>B&amp;VI Standard 4</p> <p>The candidate develops and modifies individualized assessment strategies and administers and interprets vision-related assessments. The candidate uses specialized terminology used in assessing individuals with visual impairments.</p>	<p>Candidate does not accurately or completely administer Use of Sensory Channel portion of assessment. Candidate does not effectively interpret data collected using the Sensory Channel portion of the assessment.</p>	<ul style="list-style-type: none"> <li>•Candidate correctly administers and reports Use of Sensory Channel portion of assessment.</li> <li>•Candidate effectively interprets information from Use of Sensory Channel assessment.</li> <li>• Candidates uses specialized terminology used in assessing individuals with visual impairments.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate correctly administers Use of Sensory Channel portion of assessment.</li> <li>•Candidate effectively and interprets information from Use of Sensory Channel assessment.</li> <li>• Candidates uses specialized terminology used in assessing individuals with visual impairments.</li> <li>•Candidate collaborates with family and/or other IEP team members by training additional team member to complete sensory channel assessment forms; assessment data is compared across multiple data collectors.</li> </ul>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
<p>General learning media</p> <p>B&amp;VI, Standard 4</p> <p>The candidate will administer and interpret vision-related assessments for general learning media.</p>	<p>Candidate does not accurately or completely administer General Learning Media portion of assessment or candidate does not effectively interpret information.</p>	<ul style="list-style-type: none"> <li>•Candidate correctly administers and reports data for General Learning Media portion of assessment.</li> <li>•Candidate effectively interprets information from General Learning Media assessment.</li> <li>•Candidate articulates learning media tools and strategies that promote effective learning, considering both current and future needs.</li> <li>•Candidate considers instructional needs related to the learner's current IEP goals.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate correctly administers and reports data for General Learning Media portion of assessment.</li> <li>•Candidate effectively interprets information from General Learning Media assessment.</li> <li>•Candidate clearly articulates learning media tools and strategies that promote effective learning, considering both current and future needs.</li> <li>•Candidate considers instructional needs related to the learner's current IEP goals.</li> <li>•Candidate identifies appropriate general learning media across</li> </ul>



	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
			the expanded core curriculum
<p>Selection of literacy media</p> <p>B&amp;VI, Standard 4</p> <p>The candidate will use assessment information to make a program decision and rationale for the selection of literacy media for the individual with blindness or visual impairment.</p>	<p>Candidate provides inadequate assessment data or does not provide clear and logical rationale for selection of learning media.</p>	<p>•Candidate provides rationale for selection of literacy media based on assessment data from the learning media evaluation.</p>	<p>•Candidate provides a clear rationale for selection of literacy media based on assessment data from the learning media evaluation.</p> <p>The candidate supports this decisions by reiterating the effects of visual impairment on receptive and expressive literacy and communication and by drawing on past and current assessment data and IEP team member concerns.</p> <p>•Candidate cites characteristics of students who are likely to be print readers or braille readers from the LMA textbook and presents data</p>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
			holistically, integrating relevant data gathered during the Learning Media Assessment process.
<p>Informal reading inventory (IRI)</p> <p>B&amp;VI, Standard 4</p> <p>The candidate will administer an information reading inventory as a nonbiased part of the learning media evaluation.</p> <p>The candidate will interpret information from the Informal Reading Inventory.</p> <p>The candidate integrates alternative assessment techniques for individuals with visual impairments.</p>	<ul style="list-style-type: none"> <li>•Candidate does not accurately or incompletely administers the Informal Reading Inventory portion of assessment.</li> <li>•Candidate does not effectively interpret information.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate correctly administers and reports data for the Informal Reading Inventory portion of assessment.</li> <li>•Candidate correctly interprets information from Informal Reading Inventory assessment.</li> <li>•Candidate implements alternative assessment techniques for individuals with visual impairments by selecting and adapting assessment materials and uses appropriate technology to conduct</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate correctly administers and reports data for Informal Reading Inventory portion of assessment.</li> <li>•Candidate correctly interprets information from Informal Reading Inventory assessment.</li> <li>• Candidate implements alternative assessment techniques for individuals with visual impairments by selecting and adapting assessment materials and uses appropriate technology to conduct</li> </ul>

	<b>Does Not Meet Standard 1</b>	<b>Meets Standard 2</b>	<b>Exceeds Standard 3</b>
		assessments (e.g. slantboard, magnifier, etc.) and reports effectiveness of tools.	assessments (e.g. slantboard, magnifier, etc.) and reports effectiveness of tools. •Candidate writes a summary of how he/she involved the learner with visual impairment in the assessment process and how he/she taught the learner to use self-assessment strategies related to literacy skills.
Assessment Summary Section & Recommendations Section  B&VI Standard 5	•Candidate provides an incomplete summary and recommendations for learner with visual impairments. •Recommendations are not clearly written to convey critical information to stakeholders.	•Candidate identifies and prioritizes areas of the general curriculum and accommodations for individuals with visual impairment. •Candidate selects and adapts instructional strategies and materials according to characteristics of	•Candidate clearly identifies and prioritizes areas of the general curriculum and accommodations for individuals with visual impairment. •Candidate selects and adapts instructional strategies and materials according to

	<b>Does Not Meet Standard 1</b>	<b>Meets Standard 2</b>	<b>Exceeds Standard 3</b>
		<p>the learner with visual impairment.</p> <ul style="list-style-type: none"> <li>•Candidate provides a description of how s/he would evaluate and modify instructional practices in response to ongoing assessment data in at least one identified area.</li> </ul>	<p>characteristics of the learner with visual impairment.</p> <ul style="list-style-type: none"> <li>•Candidate provides a detailed description of how s/he would evaluate and modify instructional practices in response to ongoing assessment data, emphasizing the need for continued assessment in at least three identified areas. Of the three or more, at least one area of the Expanded Core Curriculum is included.</li> </ul>
<p>Professional and Ethical Standards</p> <p>B&amp;VI, Standard 6</p>	<ul style="list-style-type: none"> <li>•Candidate does not obtain written permission to conduct LMA in compliance with school district policies; OR</li> <li>•Candidate fails to maintain confidentiality of</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate obtains written permission to conduct LMA in compliance with school district policies.</li> <li>•Candidate maintains confidentiality of</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate obtains written permission to conduct LMA in compliance with school district policies.</li> <li>•Candidate maintains confidentiality of</li> </ul>

<p style="text-align: center;"><b>Does Not Meet Standard</b></p> <p style="text-align: center;"><b>1</b></p>	<p style="text-align: center;"><b>Meets Standard</b></p> <p style="text-align: center;"><b>2</b></p>	<p style="text-align: center;"><b>Exceeds Standard</b></p> <p style="text-align: center;"><b>3</b></p>	
	<p>learner with visual impairment, using a pseudonym; OR</p> <ul style="list-style-type: none"> <li>•Candidate does not demonstrate sensitivity for the culture, language religion, gender, disability, socioeconomic status, and sexual orientation of individuals by writing report using nonbiased, objective language;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>•Report is not written well and does not clearly communicates with school personnel and family members the needs of learner with visual impairment.</li> </ul>	<p>learner with visual impairment, using a pseudonym.</p> <ul style="list-style-type: none"> <li>•Candidate demonstrates sensitivity for the culture, language religion, gender, disability, socioeconomic status, and sexual orientation of individuals by writing report using nonbiased, objective language.</li> <li>•Report is written well and clearly communicates with school personnel and family members the needs of learner with visual impairment.</li> </ul>	<p>learner with visual impairment, using a pseudonym.</p> <ul style="list-style-type: none"> <li>•Candidate demonstrates sensitivity for the culture, language religion, gender, disability, socioeconomic status, and sexual orientation of individuals by writing report using nonbiased, objective language.</li> <li>•Report is written well and clearly communicates with school personnel and family members the needs of learner with visual impairment.</li> <li>•Candidate writes a reflection of his/her assessment practices and provides a</li> </ul>

	<b>Does Not Meet Standard</b> <b>1</b>	<b>Meets Standard</b> <b>2</b>	<b>Exceeds Standard</b> <b>3</b>
			description of self-evaluation, highlighting knowledge gained and areas for continued development.
Alignment with CEC Standards	Candidate inaccurately discusses, orally or in writing, the connection between the content of this assignment and CEC Standards.	Candidate accurately discusses, orally or in writing, the connection between the content of this assignment and CEC Standards.	