

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

CIEP 477-003: *ACADEMIC PREVENTION, ASSESSMENT AND INTERVENTIONS*

FALL 2021

(Continuing as CIEP 533 in Spring 2021)

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Class Meets:	Thursday, 5:30 – 8:00pm, Corboy 302.		

NOTE: At this time, per University guidance, it is expected that most class meetings will be on campus, face-to-face with appropriate safety measures. There will be several weeks with asynchronous activities; those will be clearly indicated on the syllabus.

RESPONSIVENESS

Students can expect a response to emails in no more than 24 hours except on weekends; generally, I attempt to respond within 12 hours. If there is need for a quicker response, students are encouraged to send a text to the phone listed above. Students can expect that I will respond to assignments, forum and blog posts within one week of the due date of the assignment or post.

SELF-CARE

I am a big proponent of self-care, though I will admit to not doing it well all the time! Balancing the demands of graduate school, work, and life in general is challenging in the best of times. There is considerable empirical evidence that taking care of ourselves helps us meet those demands. We are not in the best of times! So, it is more critical than ever that we all make an effort to take care of ourselves. Accordingly, throughout the course I will be asking you to engage in brief in-class activities in which we will share what we have been doing for self-care. My personal self-care activities include cooking, photography, playing guitar with a local group of Bluegrass musicians (when COVID restrictions allow), quilting, and reading fiction. I'm looking forward to hearing about yours!

CLASS COMMUNICATION

Email and Sakai will be the primary methods of communication with students enrolled in this course. Course-related emails will *only* be sent to Loyola email accounts. If you have a personal email you would rather use, you may arrange to forward emails from your student account to the personal account. However, you are responsible for checking your Loyola University email on a regular basis (daily checks are recommended).

My experience has been that most needs and issues are resolved with emails. However, I have listed both my cell number and my university number. Both will record messages. However, as I will not be in my university office all day every day, it is suggested that you use my cell number for phone calls. I am fine with that! Please note, however that I do not answer calls from numbers I do not recognize. If need to call me on my phone I encourage you to send me a text that includes your name and the number you will be calling from.

All course content will be communicated and managed via Sakai. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account, and computer, are in good working order.

I expect that each of you will be present for all face-to-face class meeting, however I do understand that stuff happens that we can't see coming. If it becomes evident that you will be late for, or possibly miss, class I ask that you let me know via text or email, primarily because I want to know that you are okay.

***SCHOOL OF EDUCATION COMMITMENT - COVID-19:**

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID -19 Related Information Tab at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***COVID-19 REQUIRED PERSONAL SAFETY PRACTICES:**

We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

***COVID-19 REPORTING PROTOCOL:**

In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall. Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

COURSE DESCRIPTIONS

CIEP 477: Academic Prevention, Assessment and Interventions is a First-Year Fall term course that focuses on *academic data-based decision making* within the context of an MTSS framework. An MTSS framework focuses on the *prevention* of academic, behavioral, and social-emotional issues through a tiered system of service delivery utilizing a data-based, problem-solving model to make essential educational decisions. Emphasis will be placed on gaining an understanding and mastery of Multi-Tiered Systems of Support as a framework for academic assessment and intervention in school settings. Topics addressed in CIEP 477 include the historical underpinnings of MTSS, essential components of an MTSS framework within school settings, evidence-based practices, the role of assessment within an MTSS framework, and data-based decision making for general and special education.

CIEP 533, which you will take during the Spring term, is a continuation of CIEP 477. The primary focus of CIEP 533 is the implementation of the intervention that you planned in 477 during the Fall term. In order to implement the intervention, each school team should plan to continue to visit your schools at least twice a week, during which time you will implement the intervention and collect appropriate progress monitoring data. It is recommended, but not essential, that both members of the team be present on both days, because you will both benefit from implementing, and observing the implementation of, the intervention and data collection. You will be expected to implement the intervention for at least 6 weeks in order to collect sufficient data for evaluating the outcome of the intervention. At the conclusion of the intervention, you will complete the final case study draft and, with approval of the instructor, complete the Final Case Study report and School Summary Report; the School Summary Report will be shared orally, and in written format, with school personnel. A separate syllabus will be provided for CIEP 533.

TEXTBOOKS and OTHER COURSE MATERIALS

Required Texts

- Hosp, M. K., Hosp, J. L., & Howell, K. W. (2016). *The ABCs of CBM*. (2nd ed.). The Guilford Press. ISBN-10: 1462524664. NOTE: This book is available in e-book format through the library: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=4000680>
- Brown-Chidsey, R. & Steege, M. W. (2012). *Response to Intervention: Principles and Strategies for Effective Practice* (2nd ed.). The Guilford Press. ISBN: 978-1-60623-923-0. NOTE: This text is available as an e-book through the library: https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA21125049210002506&context=L&vid=01LUC&search_scope=Library_Collections&isFrbr=true&tab=default_tab&lang=en_US
- Burns, M. K. & Gibbons, K. (2012). *Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices* (2nd ed.). Routledge-Taylor

Francis Group. ISBN: 978-0415-50072-2.

NOTE: This text is available as an e-book through the library: https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA21112369920002506&context=L&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US

Other Course Materials

I strongly recommend that you purchase an inexpensive sport timer to use for any timed assessments that you will be doing for this course (e.g., initial assessment and progress monitoring) and in other courses. Using a timer on a cell phone is less accurate, less efficient, often distracting to the student (particularly young students and those with attention problems) and may be in violation of school regulations regarding cell phone use during school hours. These timers can be purchased quite inexpensively from Target, Amazon, etc. In fact, if several of you want to go in on a purchase, multi-packs are available on Amazon: https://www.amazon.com/Champion-Sports-910SET-Stopwatch-Timer/dp/B001CD9LJK/ref=sr_1_5?crd=O7B5GEYPVVVT&dchild=1&keywords=sport+timers+athletics&qid=1629139460&srefix=sport+timers%2Caps%2C175&sr=8-5

I also recommend, but do not require, that you consider downloading one of several apps that can help you with classroom observation. I will be showing you how to conduct paper/pencil classroom observations but you also have the option of collecting observation data electronically. One caveat is that you will need to check with personnel in your schools to make sure it is okay to use a cell phone to collect observation data. The apps that you might want to consider at SOTO (IOS, free, pretty basic; I use this); the BOSS (electronic version of the paper/pencil tool, \$30); or Insight Observation Timer (IOS, free, very similar to BOSS).

Recommended texts (these are texts that you may wish to consider adding to your personal library). I will attempt to make these available as electronic versions through the library. **The 7th edition of the APA manual is strongly recommended!**

- **American Psychological Association. (2019). *Publication manual of the American psychological association: The official guide to APA style* (7th Ed.). American Psychological Association.**
- Burns, M. K., Riley-Tillman, C., & Rathvon, N. (2017) *Effective school interventions: Evidence-based strategies for improving student outcomes* (3rd ed.). The Guilford Press
- Burns, M. K., Riley-Tillman, C., & VanDerHayden, A. M. (2012). *RtI applications, volume 1: Academic and behavioral interventions*. The Guilford Press. ISBN: 978-1-4625-0354-4.
- Coddling, R. S., Volpe, R. J., & Poncy, B. C. (2017). *Effective math interventions: A guide to improving whole-number knowledge*. The Guilford Press. ISBN: 978-1-4625-2828-8.
- Daly, E.J., Neugebauer, S., Chafouleas, S., & Skinner, C.H. (2015). *Interventions for reading problems* (2nd ed.). The Guilford Press.
- Hoover, J. J. (2013). *Linking assessment to instruction in multi-tiered models: A teacher's guide to selecting reading, writing, and mathematics interventions*. Pearson. ISBN: 978-0-13-254267-8.
- Shapiro, E. (2011). *Academic skills problems workbook* (4th ed.). New York, NY: The Guilford Press. ISBN-10: 1609180216

Additional course resources

Websites

- [Evidence-Based Intervention Network: https://education.missouri.edu/ebi/](https://education.missouri.edu/ebi/)
- [National Center on Intensive Intervention: https://intensiveintervention.org/](https://intensiveintervention.org/)
- [Best Evidence Encyclopedia \(BEE\): https://bestevidence.org/](https://bestevidence.org/)

- What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc>
- Intervention Central: <https://www.interventioncentral.org/>
- RTI Network: <http://www.rtinetwork.org/learn/what/approaches-to-rti>
- <https://iris.peabody.vanderbilt.edu/#content>
- https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/

Additional readings/materials will be assigned by the instructor and will be posted on Sakai, available for download from websites, or accessible through the library.

GENERAL COURSE OBJECTIVES (CIEP 477/CIEP 533)

Through their participation in this course candidates will...

- *Demonstrate foundational knowledge of an MTSS framework within a school setting.*
- *Acquire knowledge and skills necessary to effectively implement MTSS practices and procedures.*
- *Gain proficiency in effective and efficient procedures for collecting student academic performance data from multiple sources.*
- *Analyze and integrate baseline data to develop evidence-based interventions for school-based academic concerns linked to assessment data.*
- *Apply evidence-based practices for monitoring students' academic progress.*
- *Analyze student progress monitoring data in order to make data-based educational decisions.*
- *Gain understanding of effective (i.e., evidence-based) instructional strategies and their application to academic intervention.*
- *Conduct research to evaluate the evidence base for academic interventions in reading and/or math.*
- *Gain proficiency in professional writing.*

ALIGNMENT WITH ISBE STANDARDS

- *Development of basic communication and interviewing skills involved in working with client systems.*
- *Development of competencies in psychological and educational assessment, including a special focus on issues related to non-biased assessment.*
- *Development of competencies in the link between assessment and intervention in the Instructional/Consultative process.*
- *Development of a comprehensive understanding of problems associated with the physical, social, emotional, and educational development of exceptional children and youth.*

ALIGNMENT WITH NASP DOMAINS OF PRACTICE (NASP PRACTICE STANDARDS, 2020)

CIEP 477 covers content relevant to the following NASP Domains of Practice.

- **Domain 1: Data-Based Decision Making**
School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.
- **Domain 3: Academic Interventions and Instructional Supports**
School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and

instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

- **Domain 8: Equitable Practices for Diverse Student Populations**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

- **Domain 9: Research and Evidence-Based Practice**

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. (National Association of School Psychologists, 2020, <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice>)

ALIGNMENT WITH APA COMPETENCIES

Through their participation in this course candidates will...

- *Understand how to conduct themselves in a professional manner (APA 1B)*
- *Demonstrate knowledge of application of scientific methods to evaluating practices, interventions, and programs (APA 7B)*
- *Demonstrate basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention, and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology (APA 8A)*
- *Display basic understanding of the relationship between assessment and intervention; demonstrate basic knowledge of intervention strategies; and demonstrate basic knowledge of the assessment of intervention progress and outcome (APA 10A, 10C, and 10D)*

METHODS OF INSTRUCTION

This course will be taught using an online platform via Sakai that will include assigned readings from your texts and other sources intended to inform lectures, online engagement activities, and quizzes. As of this writing, course content will be delivered through face-to-face class meetings and virtual (asynchronous) activities. In other words, we will meet face-to-face most, but not all, weeks.

The course is divided into four modules, which are further divided into lessons. Module two is dependent on the completion of module one, module three requires completion of modules one and two, and so on. Therefore, modules must be completed consecutively and will not be released before another is completed.

TECHNOLOGY

Technology is an essential tool for developing one's own professional skills and for completing any degree program. In addition to mastering the online learning technology such as Sakai, Panopto, Zoom, and VoiceThread, this course assumes a basic and practical knowledge of technology. Students are expected to be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail, and downloading Microsoft Word and Acrobat Reader files.

CONCEPTUAL FRAMEWORK

Our mission is social justice, but our responsibility is social action through education.

Our framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups.

The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment. Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

The SOE embeds social justice principles throughout course work, research, and service oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none. (Reprinted from www.luc.edu/education/mission/)

SOE CONCEPTUAL FRAMEWORK STANDARDS (CFS)

Our conceptual framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

1. CFS1: Candidates critically evaluate current bodies of knowledge in their field.
2. CFS2: Candidates apply culturally responsive practices that engage diverse communities.
3. CFS3: Candidates demonstrate knowledge of ethics and social justice.
4. CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

This course addresses these standards by establishing the following expectations:

1. Professionals are responsive to the long-term social and ethical implications of their decisions and actions.
2. Professional educators develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice.
3. Professional educators in service of social justice will...
 - a. Know the subjects they teach and how to convey content of those subjects to learners;
 - b. Engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation;
 - c. Evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences;
 - d. Evaluate the effects of their decisions on others learners, families, and other professionals in the learning community;
 - e. Provide learning opportunities to support all learners' intellectual, social, and personal development;
 - f. Possess the knowledge and skills to teach all learners well and with rigor;
 - g. Create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation;
 - h. Maintain high standards of professional and ethical conduct.

SMART EVALUATION

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation. The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback. Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade. The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below. Those in boldface are the primary objectives for this course.

- 1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)**
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- 3. Learning to apply course material (to improve thinking, problem solving, and decisions)**
- 4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
- 5. Acquiring skills in working with others as a member of a team**
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information.

DIVERSITY

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. Students who display insensitive behaviors to diversity will be provided feedback and, depending on the behavior, may receive a disposition warning.

PEOPLE-FIRST LANGUAGE

Students and the instructor will use people-first language in all communication that describes people as people first before their group identity or prescribed classification. For example, we will practice saying child on the Autism spectrum, instead of “Autistic kid.” See section 3.15 of the Publication Manual of the American Psychological Association for further clarification or the National Inclusion Project for great resources.

ACCESSIBILITY/STUDENTS WITH SPECIAL NEEDS

If you are a student who requires accommodations due to a special need and would like to receive those accommodations while taking this course, please notify the instructor as soon as possible, preferably before the start of the course, so that these accommodations are provided. All accommodations will be considered in order to ensure that students with special needs have equal access to the course. Please note that the instructor will be in regular communication where necessary with the Student Accessibility Center to ensure your needs are being met at Loyola. To request accommodations, candidates must schedule an appointment with an SSWD coordinator. Candidates should contact SSWD at least four weeks before their first semester or term at Loyola. Returning candidates should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: www.luc.edu/sswd/

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, candidates, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

The School of Education's Policy on Academic Integrity can be found at: www.luc.edu/education/resources/academic-policies/academic-integrity/

For additional academic policies and procedures refer to: www.luc.edu/education/resources/academic-policies/

PLAGIARISM

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all candidates.

“Definition: Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one's own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.”

Some candidates seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else's unpublished work, either with or without permission.”

If you have additional questions, I highly recommend the following interactive tutorial about what is, and what is not, plagiarism at <http://www.indiana.edu/~istd/>. In addition, I reserve the right to use the TurnItIn program (<http://turnitin.com/static/index.html>) for any written assignment without prior notice to the class.

PRIVACY

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps to promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. Within this context, recordings of instructional activities occurring in online or face-to-face interactions may be used solely for internal class purposes and only by the faculty and students registered for the course, and only for the duration of the course. Students will be informed of such recordings by statement in the syllabus for the course in which they may be recorded and by the instructor at the time the recording is made. If an instructor wishes to make subsequent use of recordings that include student activity, they may do so *only* with *informed written consent* of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

STUDENT PARTICIPATION

Students in this course are expected to participate actively during class meetings. Student should plan to check the course Sakai site regularly to be sure that they are current and up-to-date with assignments. I will be sure to keep the material on Sakai, including any changes to the course schedule, as current as possible.

CLASS CONDUCT

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

STUDENT SUPPORT

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Services for Students with Disabilities](#) (SSWD) (<http://www.luc.edu/sswd/>).

CENTER FOR STUDENT ACCESS AND ASSISTANCE (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf--just email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their website here: <https://luc.edu/dos/services/>.

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.

COURSE REQUIREMENTS & EVALUATION PROCEDURES

I expect that you will submit assignments no later than the dates and times noted on the Course Schedule. Readings are due before the start of class on the date indicated on the course schedule so that you can fully participate in discussions. Please know that I am very much aware that “life happens”, particularly these days, and that unanticipated circumstances may, and probably will, arise. If you find that you are facing an unexpected challenge, such as a significant medical problem or a family emergency, please contact me as soon as possible to discuss making up work/turning in late assignments, etc. I am more than willing to work with you if you meet me at least half-way. Unless otherwise stated ALL assignments are to be submitted electronically on Sakai. PLEASE NOTE: For those assignments completed by groups or teams, only one copy of the assignment needs to be submitted. Be sure that the names of everyone that contributed to the assignment are listed! Assignments that utilize Google Docs do not need to be submitted (via link) separately.

Course grades are determined by the number of points accumulated from the assignments for this course, as outlined below. Most, but not all, assignments will include a rubric so that you will know how points will be allocated for the assignments.

Please note that, because this is a full-year course (it continues in the Spring as CIEP 533), you will all receive an Incomplete at the end of the Fall term. You will spend the Fall term collecting data and laying the foundation for the intervention that you will implement, monitor and evaluate in the Spring. The final grade for this course will be assigned at the completion of the Spring term.

Course Assignment	Points Possible	Points Earned
Course Participation (in class and online)	125	
Initial and Final Course Reflections (20 points each)	40	
Forum Posts and Responses (5 posts, 8 points each)	40	
Self-Care Forum Posts (5 points each)	25	
Intervention Critique Presentation: Reading or Math (School teams)	30	
GoReact CBM Administration and Scoring Practice (School teams)	30	
Case Study Report Section Drafts (25 points each) •Problem Identification •Problem Analysis •Plan Development •Intervention, Implementation and Evaluation (Due Spring term)	100	
Final Case Study (Due May 2022)	60	
School Summary Report (Due May 2022)	25	
Total Points Possible	475	

Grades in the course will be assigned as follows:

Total Points Earned	%	Grade
≥ 442	93-100	A
≥ 428	90-92	A-
≥ 413	87-89	B+
≥ 394	83-86	B
≥ 380	80-82	B-
≤ 375	79%	C

COURSE ASSIGNMENTS (Assignment rubrics are appended to this syllabus)

NOTE: Unless otherwise indicated all course assignments must be posted to the appropriate location on Sakai (Assignment, Forum, etc.). Also, unless otherwise indicated assignments and posts are due by 11:55pm on the dates indicated in the course schedule.

- 1. Course Participation:** Course participation grade value reflects the importance of maintaining a high level of engagement with your instructor and classmates throughout the course. This includes participation in classroom discussion and activities, online engagement through forums, etc.
- 2. Initial and Final Course Reflections:** At the beginning and end of the course (477 and 533) you will write a brief (3-5 pages, 12-point font, double-space) focusing on your knowledge base prior to, and following, the course. The specific questions to be addressed in your reflection will be provided by the course instructor. A basic rubric will be provided.
- 3. Forum Posts and Responses.** At roughly 2-week intervals I will post a Forum topic to which you will respond. The topics could include scenarios to which you will apply course content, they could be exercises such as planning assessments, writing measurable goals, determining an appropriate intervention, etc. Each of you will be expected to respond to at least two of your classmates' posts. If there are specific expectations regarding any of the posts (eg., length or number of words), they will be clearly indicated in the instructions for that post. Each post is worth 8 points: 4 points for your initial post and 4 points for replying to at least two of your classmates. **Note: Your initial post will be due on Friday before 11:55pm. Responses will be due Sunday by 11:55pm.**
- 4. Self-Care Forum Posts.** These are mostly for fun but you get credit for doing them. The idea is simply to remind one another of the importance of taking care of ourselves at a time when it is easy to forget to do so. You are encouraged to respond to one another's posts but are not required to do so. Similarly, you may post pictures of yourself engaged in self-care but are not required to do so.
- 5. Academic Intervention Critiques:** Working in teams of two, you will select and critique an evidence-based intervention for reading (e.g., early literacy, reading fluency, reading comprehension), or math e.g., (early math, math fact fluency, math computation, math concepts/applications) that is appropriate for use at a universal/schoolwide, Tier 2 or Tier 3 level.

For this project, each school team (we have 12) will develop a presentation of the intervention containing a brief description of the intervention, target academic skill(s), target grades/ages, implementation guidelines, treatment components, cost, training requirements, outcome measures, outcomes of research on the interventions (positive or negative), and your own evaluation of the intervention. A rubric for this assignment will be provided.

6. **GoReact CBM Administration and Scoring:** Each school team (in most cases two students) will take turns administering and scoring Acadience Oral Reading Fluency and Math Computation assessments using GoReact in order to allow for instructor feedback.
7. **Case Study Section Drafts:** Working in your school teams, you will submit case study section drafts that form the basis for a problem-solving case study report – Problem Identification, Problem Analysis, Plan Development (Intervention Plan, Progress Monitoring Plan and Intervention Integrity Plan), and Plan Implementation, Monitoring and Evaluation. You will be provided with templates to guide you in completing each of the drafts and we will go over them in class. The purpose of these assignments is to provide you with early practice in report writing. These sections will incorporate the data that you have collected from the student you have been assigned to work with. It is expected that the first three drafts will be completed by the end of the Fall term, however adjustments will be made, if needed, due to circumstances beyond your control (i.e., things do not always happen according to plan when you are working in schools!).
 - a. **Problem Identification:** This section has two parts. The first part will include demographic information about the student. The second part will include a summary of the students' academic history, outcomes of interviews with teachers and students, results of classroom observation, and results of Curriculum-Based Measurement testing.
 - b. **Problem Analysis:** This section is where you will summarize the data collected in Problem Identification, provide at least two hypotheses for why the problem is happening and how the problem will be resolved, empirically test the hypotheses, select the hypothesis that best “fits” the problem, and clearly state whether it is a skill or a performance problem.
 - c. **Plan Development:** This section has several parts – a description of your intervention plan including a statement as to why you chose the intervention, a description of how you will monitor student progress, and a plan for monitoring treatment/intervention integrity.
 - d. **Plan Implementation, Monitoring and Evaluation:** The last section is summary of the implementation process – including progress monitoring – and evaluation of the outcome of the intervention and a place to talk about “next steps”. *This section will be completed after the intervention is concluded in the Spring.*
8. **Full Case Study:** Once each school team has completed the section drafts and received clearance from the course instructor, they will combine the drafts into a final, complete case study by cutting and pasting the completed drafts into the final document. This document is a component of your MEd portfolio. A rubric for this assignment is attached to this syllabus that describes the requirements for the case study document. I will grade the final copy and return that copy to you with the grade and comments. This final copy will be uploaded to your portfolio. Plan to use the rubric to guide your work on writing up the section drafts and putting together the final case study. This is due in May 2022.
9. **School Summary Report:** Each school team, in collaboration with the instructor, will compile a summary report that will be shared with school personnel at the completion of the Spring term. It is hoped that the sharing will take place in a face-to-face meeting, the purpose of which is to give you practice in sharing assessment results within the context of a school team. The school summary report is compiled after the case study report is completed because the school summary report is just

that – a summary of the material in the case study. In most cases, you will be able to compile the school summary report by cutting and pasting from the final case study report document. The grade for this assignment will be based on the final document and your oral presentation to school staff. *A rubric will be provided. This is due in May 2022.*

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
SYLLABUS ADDENDUM**

DISPOSITIONS

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LIVETEXT AND DIGICATION

All students, except those who are non-degree, may have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#). Digication is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

SYLLABUS ADDENDUM LINK

<https://www.luc.edu/education/academics/syllabi/>

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

Class Schedule, CIEP 477, Fall 2021

EFFECTIVE September 3, 2021

The preliminary class schedule is shown below. At this time, per university guidelines, I am planning that we will meet on campus, face-to-face most weeks; as indicated on the schedule below there will be several weeks that you will complete asynchronous (online) assignments. This plan is, of course, subject to change according to university policy regarding COVID-19. Due dates for some assignments may also be subject to change since things rarely go according to plan when working in schools. I reserve the right to make necessary changes to course content in order to respond appropriately to the needs of the class. Any changes in the syllabus that become necessary will be shared as soon as possible and a revised syllabus will be posted on Sakai. Remember, the course Sakai site will always have the most current version of the syllabus and course schedule; it is your responsibility to be sure you are working from the most current version.

Week	Class Date	Topic	Readings	Assignment	Due Dates
1	9/2	Course Introduction <ul style="list-style-type: none"> • Introductions • Review syllabus • Course logistics Review assignments	Review Course Syllabus	Review Course Syllabus CPS Security Process Initial Course Reflection	Sunday, Sept. 5
2	9/9	History of MTSS: Where did MTSS come from? What is MTSS? What is it not? Essential Components of MTSS	Readings Text: <ul style="list-style-type: none"> • Burns & Gibbons, Chapter 1 • Brown-Chidsey & Steege, Chapters 2 & 3 Supplemental: <ul style="list-style-type: none"> • A New Era: Revitalizing SE • NADSE White Paper on RtI • Myths About RtI 	Initial Self-Care Forum Post	Sunday, 9/12,

3	9/16	Essential Component # 1: Multi-Tiered System of Supports	<p>Readings Text:</p> <ul style="list-style-type: none"> Burns & Gibbons: Chapters 5, 6, & 7 <p>Supplemental:</p> <ul style="list-style-type: none"> Stoiber, K. C. (2014). <i>A comprehensive framework for multitiered systems of support in school psychology.</i> 	Forum Post #1: Responses to Posts	Sunday, 9/19 Thursday, 9/30
4	9/23	Essential Component # 2: Universal Screening (Asynchronous)	<p>Readings Text:</p> <p>Supplemental:</p> <ul style="list-style-type: none"> Albers & Kettler. (2014). <i>Best Practices in Universal Screening.</i> <p>Videos:</p> <ul style="list-style-type: none"> Universal Screening: https://www.youtube.com/watch?v=HaHWoN-LVFc Universal Screening: https://www.youtube.com/watch?v=GYj-DYV9A64 		

5	9/30	<p>Essential Component # 3: 5-Step Problem-Solving Framework</p> <p>Review Case Study Template/Drafts</p>	<p>Readings Text:</p> <ul style="list-style-type: none"> Burns & Gibbons: Review Chapter 1, pp. 7-10 Brown-Chidsey & Steege, Chapter 1 <p>Supplemental:</p> <ul style="list-style-type: none"> Pluymert, K. (2014). <i>Problem-Solving Foundations for School Psychologists</i>. Christ & Arañas. (2014). <i>Best Practices in Problem Analysis</i>. 	<p>Start Initiating school contacts</p> <p>Forum Post #2</p> <p>Responses to Posts</p>	<p>Sunday, 10/2,</p> <p>Thursday, 10/7</p>
6	10/7	<p>Essential Component # 4: Doing Assessment Differently</p>	<p>Readings Text:</p> <ul style="list-style-type: none"> Burns & Gibbons, Chapter 2 	<p>Meet with school personnel to identify student for case study</p>	
7	10/14	<p>Kahoot</p> <p>Curriculum-Based Measurement (Review and in-class practice)</p>	<p>Read:</p> <ul style="list-style-type: none"> Hosp, Hosp & Howell: Chapters 1 thru 4 & Chapter 8 (See Sakai for pages to read in Chapter 3). 	<p>Stopwatch required for in-class activity.</p> <p>Forum Post #3</p> <p>Responses to Posts</p>	<p>Sunday, 10/17</p> <p>Thursday, 10/21</p>

8	10/21	<p>Essential Component # 5: Evidence-based practices/Selecting Interventions</p>	<p>Readings Text:</p> <ul style="list-style-type: none"> • Brown-Chidsey & Steege, Chapter 4 <p>Supplemental:</p> <ul style="list-style-type: none"> • Forman et al. (2014). <i>Best Practices in Implementing Evidence-Based School Interventions</i> • Daly et al. (2014). <i>Best Practices in Oral Reading Fluency Interventions.</i> • Joseph, L. (2014). <i>Best Practices on Interventions for Students with Reading Problems.</i> • Summary of National Reading Panel Report 	<p>Begin student RIOT assessments</p> <p>GoReact CBM Administration</p>	<p>Sunday, 10/24, 11:55pm</p>
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9	10/28	<p>Essential Practice # 6: Progress Monitoring</p> <p>Writing Measurable Goals</p> <p>Intervention Critique Presentations</p>	<p>Readings Text:</p> <p>Supplemental:</p> <ul style="list-style-type: none"> • IRIS: Progress Monitoring within a Response to Intervention Model - http://www.rtinetwork.org/learn/research/progress-monitoring-within-a-rti-model • IRIS: Linking Progress Monitoring Results to Interventions http://rtinetwork.org/essential/assessment/progress/linking-monitoring-to-intervention • IRIS: Treatment Integrity: Ensuring the “I” in RtI - http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-ensuring-the-i-in-rti • Shapiro & Guard. (2014). <i>Best Practices in Setting Progress Monitoring Goals for Academic Skill Improvement.</i> 	<p>Intervention Critique Presentations</p> <p>Problem Identification Draft</p>	<p>Wednesday, 11/27</p> <p>Sunday, 10/31, 11:55pm</p>
10	11/4	<p>Essential Practice # 7: Data-Based Decision Making (MTSS for special education eligibility)</p> <p>Intervention Critique Presentations</p>	<p>Readings Text:</p> <ul style="list-style-type: none"> • Burns & Gibbons: Chapter 3 <p>Supplemental:</p> <ul style="list-style-type: none"> • Hixson et al. (2014). <i>Best Practices in the Analysis of Progress Monitoring Data and Decision Making</i> 	<p>Forum Post # 4</p> <p>Responses to Posts</p>	<p>Friday, 11/5</p> <p>Sunday, 11/7</p>

11	11/11	<p>MTSS with Special Populations, ELL's</p> <p>Intervention Critique Presentations</p>	<p>Readings Text:</p> <p>Supplemental:</p> <ul style="list-style-type: none"> • Proctor & Meyers. (2014). <i>Best Practices in Primary Prevention in Diverse Schools and Communities.</i> • Jones, J. (2014). <i>Best Practices in Providing Culturally Responsive Interventions.</i> • Lopez, E. (2014). <i>Best Practices in Conducting Assessments via School Interpreters.</i> 	<p>Problem Analysis Draft</p>	<p>Sunday, Nov. 14</p>
12	11/18	<p>Intro: Norm-referenced Testing</p> <p>(Asynchronous)</p>			
13	11/25	<p>CLASS WILL NOT MEET – THANKSGIVING BREAK</p>			

14	12/2	Kahoot Communicating Assessment Results: Writing Problem Solving Reports	Readings Text: <ul style="list-style-type: none"> Brown-Chidsey & Steege, Chapter 11 Supplemental: <ul style="list-style-type: none"> Walrath et al. (2014). <i>Best Practices in Writing Assessment Reports</i>. 	Forum Post # 5	Sunday, 12/5, 11:55pm
15	12/9	(Asynchronous – work time)		Plan Development Draft	Sunday, 12/12, 11:55 pm

Rubric for Domain 3: Academic Case Study Report, CIEP 477

Required content for Academic Case Study Report

- I. **Introduction:** Anonymous demographic information; names of evaluators; statement of purpose of case study; dates of data collection, intervention, and report.
- II. **Problem Identification:** Operational statement of the problem/concern; review of records (referral concern, health/medical history, academic history, current levels of performance; history related to concern, and assessment history); summary of interviews with teacher and student; summary and graphs of at least two formal observations; description of, and rationale for tests administered; tables and graphs (boxplots preferred) of baseline data including peer comparison; and summary and data from survey level assessment if indicated.
- III. **Problem Analysis:** RIOT/ICEL table completed; statement of skill or performance deficit; at least two hypotheses for why problem is occurring stated in measurable/observable terms; statement of academic skill targeted for intervention; and statements of long-term goal and short-term objective.
- IV. **Plan Implementation:** Description of intervention plan; statement of linkage of plan to assessment data; teacher statement of plan acceptability; description of progress monitoring plan; and description of plan for monitoring intervention fidelity (include artifact). Formats for these statements/descriptions will be provided by instructor.
- V. **Plan Evaluation:** Summary statement and chart of intervention integrity; summary statement and graph of progress monitoring data; statement of intervention outcomes; description of any intervention side effects. Monitoring graph must include, at minimum, baseline data, aimline, trendline, monitoring data points, and key.
- VI. **Summary/Recommendations:** Summary statement of results/outcome of intervention; statement of intervention effectiveness; analysis of why intervention was/was not effective; statement of possible modifications to intervention, if indicated; suggestions for generalizing outcomes to other settings; and suggested next steps.

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
I. Introduction	All components are comprehensively completed and meet stated expectations. The student's confidentiality is protected.	All components are completed. The student's confidentiality is protected.	Most components are completed. The student's confidentiality is somewhat protected.	Many components are not completed. The student's confidentiality is not protected.
II. Problem Identification	All components are comprehensively completed and meet stated expectations. The academic referral concern and identified difficulty are clearly defined in behavioral terms in enough detail for an outside observer to measure the behavior. Sufficient baseline data (with methods appropriate to the identified problems) are collected to establish stability and are reported in narrative and graphical formats.	All components are completed. The academic referral concern and identified difficulty are stated and are measurable. Baseline data are collected and reported. Methods to collect baseline data are appropriate for the identified problem.	1 or 2 of the following are noted: Some components are not completed OR the academic referral concern and identified difficulty are unclear, OR not defined in behavioral terms, OR not observable and measurable, OR methods to collect baseline data are inappropriate for the identified problem and/or enough data points are not gathered.	3 or more of the following are noted: many components are not completed OR the academic referral concern and identified difficulty are unclear OR not defined in behavioral terms, OR not observable and measurable OR methods to collect baseline data are inappropriate for the identified problem OR enough data points are not gathered.
III. Problem Analysis	All components are comprehensively completed and meet stated expectations. Factors that may	All components are completed. Factors that may contribute to the identified academic	1 or 2 components are not completed OR factors that may contribute to the identified academic	More than 2 components are not completed AND factors that may contribute to the identified academic

	contribute to the identified academic difficulty are thoroughly identified and analyzed.	difficulty are identified and analyzed.	difficulty are not adequately identified.	difficulty are not adequately identified.
IV. Plan Implementation	All components are comprehensively completed and meet stated expectations. An appropriate, evidence-based academic intervention, clearly linked to the assessment data, is implemented.	All components are completed. An evidence-based intervention is implemented and the intervention is linked to the assessment data.	1 or 2 components are not completed OR an intervention is implemented but the intervention is not evidence-based or it is not linked to the assessment data.	2 or more components are not completed AND the academic intervention is not linked to assessment data OR the intervention is not implemented.
V. Plan Evaluation	All components are comprehensively completed and meet stated expectations. The plan is critically evaluated.	All components are completed. The plan is evaluated.	1 or 2 components are not completed OR the plan evaluation is unclear.	More than 2 components are not completed AND the plan evaluation is unclear.
VI. Summary and Recommendations	All components are comprehensively completed and meet stated expectations. The summary and recommendations demonstrate an ability to critically reflect upon the case.	All components are completed. Summary and recommendations are included.	1 or 2 components are not completed OR the summary and recommendations are incomplete and/or unclear.	1 or 2 components are not completed AND the summary and recommendations are incomplete and/or unclear.
VII. Writing and Organization	The report is well-organized and well-written and is free of spelling or grammatical errors.	The report is adequately organized and contains few spelling or grammatical errors that do not significantly interfere with understanding.	The report is not well organized OR contains numerous spelling or grammatical errors that significantly interfere with understanding.	The report is not well organized AND contains numerous spelling or grammatical errors AND/OR the errors significantly interfere with understanding.
VIII. Domain 3 Standard IV Element 4.1 Total Assessment	All but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard, Meets Standard, or Partially Meets Standard. No section rated as Does Not Meet Standard.	Any section with Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.
Overall	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard

Comments:

Rubric Grade: Exceeds Meets Partially Meets Does Not Meet

Assignment Grade: