**A purple and white logo

Description automatically generatedCoursework Planning Form: Faculty**

**Addressing Assessment across Courses**

**Directions:** In the top row, provide the number and name for each course in your program that addresses the topic. Provide the semester the course is taken. Put an X in the cell to indicate what resources will be used in each course. Once completed, ensure there is no overlap in resources across programs (unless intentional). Additionally, ensure there is not an overload of IRIS activities across courses offered in the same semester.

|  | **Course Name and Number; Semester** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Modules |  |  |  |  |  |  |
| [Accommodations: Instructional and Testing Supports for Students with Disabilities](https://iris.peabody.vanderbilt.edu/module/acc/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity](https://iris.peabody.vanderbilt.edu/module/ebp_03/) |  |  |  |  |  |  |
| [Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan](https://iris.peabody.vanderbilt.edu/module/fba/) |  |  |  |  |  |  |
| [Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization](https://iris.peabody.vanderbilt.edu/module/dbi2/) |  |  |  |  |  |  |
| [Progress Monitoring: Mathematics](https://iris.peabody.vanderbilt.edu/module/pmm/) |  |  |  |  |  |  |
| [Progress Monitoring: Reading](https://iris.peabody.vanderbilt.edu/module/pmr/) |  |  |  |  |  |  |
| [RTI (Part 2): Assessment](https://iris.peabody.vanderbilt.edu/module/rti02/) |  |  |  |  |  |  |
| [RTI (Part 4): Putting It All Together](https://iris.peabody.vanderbilt.edu/module/rti04/) |  |  |  |  |  |  |
| Case Studies |  |  |  |  |  |  |
| [Mathematics: Identifying and Addressing Student Errors](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_matherr.pdf) |  |  |  |  |  |  |
| [RTI: Data-Based Decision Making](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_rtidm.pdf) |  |  |  |  |  |  |
| [RTI: Progress Monitoring](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_rtipm.pdf) |  |  |  |  |  |  |
| Activities |  |  |  |  |  |  |
| [English Language Learners: Is This Child Mislabeled?](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/case_based/IA_Is_This_Child_Mislabled.pdf) |  |  |  |  |  |  |
| [Dual Language Learners: Screening and Assessing Young Children](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_DLL_Screening_Assessing.pdf) |  |  |  |  |  |  |
| [Behavior Assessment: Conduct an A-B-C Analysis](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Conduct_an_ABC_Analysis.pdf) |  |  |  |  |  |  |
| [Early Childhood Assessment: Children's Classroom Environments](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Assessment_Childrens_Environments.pdf) |  |  |  |  |  |  |
| [Early Childhood Assessment: Cognitive Skills](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Cognitive_Skills.pdf) |  |  |  |  |  |  |
| [Early Childhood Assessment: Play Skills](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Assessment_of_Play_Skills.pdf) |  |  |  |  |  |  |
| [Early Childhood Assessment: Preschool Classroom Observation](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Preschool_Classroom_Observation.pdf) |  |  |  |  |  |  |
| [Early Childhood Assessment: Social Skills](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Assessment_of_Social_Skills.pdf) |  |  |  |  |  |  |
| [Progress Monitoring: Calculating Rate of Growth](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Rate_of_Growth.pdf) |  |  |  |  |  |  |
| [Progress Monitoring: Scoring Mathematics Computation Probes](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Scoring_Math_Comp_Probes.pdf) |  |  |  |  |  |  |
| Information Briefs |  |  |  |  |  |  |
| [Assistive Devices for People with Hearing, Voice, Speech, or Language Disorders](https://www.nidcd.nih.gov/health/assistive-devices-people-hearing-voice-speech-or-language-disorders) |  |  |  |  |  |  |
| [Breaking Down the DBI Process: Questions & Considerations](https://intensiveintervention.org/sites/default/files/NCII-placemat-508.pdf) |  |  |  |  |  |  |
| [Evaluating Student Performance Using a Trend Line Analysis: The Tukey Method](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/Evaluating_Student_Performance_Using_a_Trend_Line_Analysis_The_Tukey_Method.pdf) |  |  |  |  |  |  |
| [IEP Tip Sheet: Measuring Progress toward Annual Goals](https://promotingprogress.org/sites/default/files/2020-10/Measuring_Progress_IEP_Tips.pdf) |  |  |  |  |  |  |
| [IEP Tip Sheet: Participation in Assessment](https://promotingprogress.org/sites/default/files/2020-10/Participation_Assessment_IEP_Tips.pdf) |  |  |  |  |  |  |
| [Progress Monitoring Briefs Series Brief #1: Common Progress Monitoring Omissions: Planning and Practice](https://files.eric.ed.gov/fulltext/ED578045.pdf) |  |  |  |  |  |  |
| [Progress Monitoring Briefs Series Brief #2: Common Progress Monitoring Graph Omissions: Missing Goal and Goal Line](https://files.eric.ed.gov/fulltext/ED578044.pdf) |  |  |  |  |  |  |
| [Progress Monitoring Briefs Series Brief #3: Common Progress Monitoring Graph Omissions: Making Instructional Decisions](https://files.eric.ed.gov/fulltext/ED578046.pdf) |  |  |  |  |  |  |
| [Progress Monitoring Briefs Series Brief #4: Common Progress Monitoring Omissions: Reporting Information to Parents](https://files.eric.ed.gov/fulltext/ED578047.pdf) |  |  |  |  |  |  |
| [Supporting the Inclusion of Students with Disabilities in Assessment](https://nceo.umn.edu/docs/OnlinePubs/SchoolLeaderResourcesBrief1.pdf) |  |  |  |  |  |  |
| [Understanding the Consequences of Assessment Participation Decisions for Students with Disabilities](https://nceo.umn.edu/docs/OnlinePubs/SchoolLeaderResourcesBrief2.pdf) |  |  |  |  |  |  |
| [What School Leaders Need to Do before, during, and after the Assessment Window](https://nceo.umn.edu/docs/OnlinePubs/SchoolLeaderResourcesBrief4.pdf) |  |  |  |  |  |  |
| [Working with IEP Teams to Make State Assessment Participation and Accessibility and Accommodations Decisions](https://nceo.umn.edu/docs/OnlinePubs/SchoolLeaderResourcesBrief3.pdf) |  |  |  |  |  |  |
| Interviews |  |  |  |  |  |  |
| [Selecting Appropriate Testing Accommodations for Students with Disabilities](https://iris.peabody.vanderbilt.edu/interview/kettler_acc02/) |  |  |  |  |  |  |
| [Testing Culturally and Linguistically Diverse Learners](https://iris.peabody.vanderbilt.edu/interview/artiles_testing/) |  |  |  |  |  |  |
| Video Vignettes |  |  |  |  |  |  |
| [Welcome to Our New Series on High-Leverage Practices](https://highleveragepractices.org/welcome-our-new-series-high-leverage-practices) |  |  |  |  |  |  |

**Notes on Use**